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ABSTRACT

The second document of a series describes approximately 150 classroom activities in career education for teachers of exceptional students at the elementary, middle, and junior high school levels. An initial section provides such introductory information as a definition of career education, procedures for using the handbook, the relationship between career education and the individualized education program as mandated by P.L. 94-142 (the Education for All Handicapped Children Act), career education and the exceptional student, and related definitions. The bulk of the document contains charts of activities in the areas of awareness, orientation, and exploration. Included for each activity is information on the level (K through 3, 4 through 6, 7 through 9): career concept; activity procedures; materials required; and related academic areas. A final section lists national and state resources, selected professional readings, and selected practical resources and bibliographies. (SBH)

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Getting Started:

Career Education Activities for Exceptional Students (K-9)

Jill S. Lamkin

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Any program or activity which receives Federal financial assistance 1) may not exclude qualified handicapped persons from aids, benefits or services; 2) must provide equal opportunity to participate or benefit; 3) must provide services as effective as those provided to the nonhandicapped; and 4) may not provide different or separate services except when necessary to provide equally effective benefits.

Therefore, any education program or activity receiving federal financial assistance, or that is part of a larger entity which receives federal financial assistance, must be operated in compliance with these laws.

ADDITIONAL RESOURCES ON CAREER EDUCATION AVAILABLE FROM CEC

Brolin, D. E. (Ed.). *Life centered career education—A competency based approach*. 1978. (No. 180)

Brolin, D. E., McKay, D. J., & West, L. L. *Trainer's guide to life centered career education*. 1978. (No. 181)

Davis, S. & Ward, M. *Vocational education of handicapped students—A guide for policy development*. 1978. (No. 182)

Hoyt, K. F. *Career education—Its nature and need*. (Tape cassette, No. 62)

Johnson, C. M. *Expanding work options for exceptional stu-*

dents. 1979. (No. 194)

Johnson, C. M., Lamkin, J. & Ward, M. *Expanding work options for exceptional students—A facilitator's kit*. 1979. (No. 193)

Kokaska, C. J. (Ed.). *Career futures for exceptional individuals*. 1979. (No. 195)

Lake, T. P. (Ed.). *Career education: Exemplary programs for the handicapped*. (No. 84)

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Preface

During the past few years The Council for Exceptional Children (CEC) has been involved in a number of different projects, the success of which has been directly attributed to CEC members at the local level who are part of CEC chapters and state or provincial federations. Various CEC units in the field have proven on numerous occasions to be an innovative resource to their local communities for training, resource exchange, program development, and political action. This source of strength to a community should continue to grow at a steady pace.

Chapters or federations often identify specific areas of concern or interest in their communities. Frequently, they develop instructional or inservice programs for members on pertinent issues through speakers or site visits. CEC sponsored newsletters or other periodic communications have become a source of information to members. Recognizing this capability, CEC has developed a series of publications aimed at helping local chapter members or any other interested professionals design and implement a series of activities in their communities that will be of professional interest and assistance.

In 1978 the Office of Career Education, Department of Health, Education, and Welfare, awarded a contract to The Council for Exceptional Children to identify the needs of its members in the area of career education for exceptional students and to prepare a number of teacher focused products for their use.

Results of a 1979 survey conducted by CEC of a sample of its teacher membership, under the sponsorship of the Office of Career Education, revealed an understanding of and responsiveness to the need for career education for exceptional students. The heaviest concentration of respondents was at the elementary school level, with significantly smaller numbers at the preschool or secondary levels. Experience and/or training in the areas of learning disabilities, behavioral disorders, and all degrees of mental retardation were most frequently cited. Among statements that received

95% to 99% agreement among special educators surveyed were:

- Career education is as important for handicapped students as it is for other students.
- Schools should help students develop a realistic perception of their abilities, skills, and values in order to prepare them for career choices.
- Preparation for work is one of the several goals of education.
- Both liberal education and occupational education are important to the concept of career education.
- Students should be taught the importance of both paid and unpaid work.
- The use of community resources is essential for a comprehensive career education program.

Statements receiving 70% to 85% agreement included:

- In all grades, students should have the opportunity to explore the world of work and the skills necessary for various jobs.
- The school curriculum should teach students how to prepare for and use leisure time.
- As a vehicle for basic instruction, career education can strengthen students' achievement in reading and mathematics.

Among respondents, 74% to 90% disagreed with such statements as the following: Liberal education is incompatible with the goals of career education. Separate instruction in career education would be better than incorporating it into the existing curriculum. The present high school vocational courses teach students enough about the world of work. College preparatory students profit very little from career education. Finally, respondents expressed a strong 90% disagreement with the statement, Career education is just another fad that will soon be forgotten.

While the majority (73%) of special educators surveyed indicated a willingness to integrate career edu-

cation on a regular basis into their instructional activities, 57% also stated that it was "very difficult," "difficult," or "somewhat difficult" to do so. Cited most frequently as a major problem was lack of instructional time (43%), followed by lack of available instructional materials (35%).

THE EDUCATION AND WORK SERIES

The first booklet of the series, *Making Programs Happen: A Planning Guide for CEC Members*, by Carol Fusco and Tracy Harris, sets out a number of suggested activities for CEC chapters and federations. This publication will provide the reader with an array of activities that could be undertaken by a chapter, a federation, or simply by a group of concerned professionals. Other components in the series provide extended resources for the refinement of special projects.

The second and most comprehensive component of the series is *Getting Started: Career Education Activities for Exceptional Students (K-9)*, by Jill S. Lamkin. Approximately 150 classroom activities are included for teachers of exceptional students at the elementary, middle, and junior high levels. Building from a basic set of career education definitions and general theory, the author has laid out a clear description of specific career education concepts, objectives, and activities for students in grades K-3, 4-6, and 7-9. A brief review of materials and resources is also included.

Preparing Handicapped Students for Work: Alternatives for Secondary Programing, by Carole M. Johnson, is the third component. Educators have long been asking for materials that address the career education and work preparation of secondary school students. This monograph examines the myriad of issues that

affect secondary programs for exceptional students and offers a number of recommendations to assist interested professionals in program planning.

The final component, *Techniques for Tapping Community Resources*, by Debra Green and Gerald Wing, has been designed to help educators locate and make use of the numerous resources available in any community. The authors have included specific strategies, sample letters, and lists of common community resources.

Although each component piece is part of a series, they may be used separately. Whether used alone or together, the volumes of the series should provide teachers with resources to initiate or expand their own program.

Implementing career education for exceptional persons means allowing them to explore individually the total array of work possible and to choose from among the widest possible set of opportunities. It means emphasizing the individual's successes and refusing to emphasize failures and shortcomings. It means not limiting exceptional persons in discovering their talents. It results in the recognition of the strengths of the individual, which can lead to a meaningful, satisfying career in a work oriented society.

CEC believes that career education is essential for all teachers working with exceptional children. Specifically, it is the position of CEC that appropriate education for all exceptional children must be directed toward providing the opportunity for every student to attain the highest possible level of career development through career education experiences. Teachers are in a position to make this happen.

Mary McCaffrey
Project Director

Preliminary Steps

WHY CAREER EDUCATION?

Infusion of career education activities within the curriculum, to whatever degree they are integrated, offers a number of benefits for both students and teachers. In an era when educators are stressing a return to emphasis on the solidification of basic skills as preparation for successful adult functioning in the workplace and in the larger society, career education offers a significant dimension of relevance, practicality, and motivation. Career education brings meaningfulness to the learning and practice of basic academic skills by demonstrating to students and teachers alike the multitude of ways in which these skills are applied in work and daily living. A career education emphasis brings observable, experiential relevance to social studies, health, and science curricula, assisting students in perceiving the relationship between educational subject matter and the larger world outside the classroom. Art, music, and recreation can be creatively used to foster the achievement of these objectives and to provide students with important leisure skills that will contribute to personal and social fulfillment. Through career education, all academic subject areas may be infused with a sense of purpose that facilitates learning.

USING THE HANDBOOK

The activities outlined in this handbook are intended to reflect the approach suggested by the title, that is, *getting started*. Over 150 career education activities are presented which, with a minimum of preparation time and the use of readily available or obtainable materials at little or no cost, can be infused into the ongoing curriculum in the areas of language arts, mathematics, social studies, science, health/independent living, art/music, and recreation/leisure.

These activities are designed to supply the teacher with a wide variety of suggested activities at the awareness, orientation, and exploration levels. They are not

presented as fully developed lesson plans, nor are they intended to comprise a comprehensive curriculum guide. Rather, the activities represent concise and brief instructional suggestions that will aid the teacher in developing all or parts of selected activities in whatever way best meets the needs of students. They are also intended to spur creative thinking, to stimulate additional ideas, and to provide examples of career related activities that may be supplemented or adapted in numerous ways by the creative teacher. A number of the ideas may represent activities that you have already been implementing in your classroom. The career education concepts selected in conjunction with each activity will help to clarify their career related implications. Certainly, many teachers were providing career education experiences to their students long before the term was in popular use. You *can* get started, and these activities are designed to further that end without requiring an inordinate amount of planning time or substantially altering the ongoing curriculum of your classroom.

Specialized media (such as films) and commercial resources and equipment have been deliberately omitted as necessary materials in this handbook. This was done to demonstrate that the use of such resources (with the attendant problems of cost and availability) is not necessary to carrying out effective career education activities. However, any of the following resources to which you have access are helpful to keep in mind as you develop your lesson plans:

- games
- films
- filmstrips
- cassette tape recorders
- slides
- overhead transparencies
- opaque projector
- camera
- telephones
- calculators

For similar reasons, a deliberate effort was made to present activity options that are not heavily dependent on field trips. It is important to note that direct exper-

iential learning and observation, whenever possible, are certainly preferable. If frequent field trips can be arranged for students within the framework of classroom goals and activities, so much the better. However, the realities of factors such as time involved, individual school policies, and possible transportation and insurance difficulties often conspire to limit the number and frequency of field trips that can be undertaken during the school year. Therefore, the activities included in this handbook were designed to help you make a start toward providing meaningful career education experiences in spite of such constraints.

A careful study of Table 1 will aid in understanding the theoretical context within which activities have been developed. In examining this chart, it should be noted that the career concepts provide a basis for instructional activities whose ultimate objective is the achievement of career education goals. These goals are intended to reflect a developmental continuum and are classified according to level (awareness, orientation, exploration, preparation). Despite the danger of misinterpretation in assigning grade categories to each level, this has been done in order to provide a frame of reference indicating the general age range in which students typically move from one level to the next. Although the names and number of phases, as well as the particular grade levels assigned to each phase, may vary among authors, school districts, and state departments of education, they provide a general conceptual framework within which meaningful and appropriate curriculum planning and career education experiences may take place. The following career education goals (Bailey & Stadt, 1973) appear on the chart in Table 1 and have been selected to illustrate the objectives to be achieved at each level.

Awareness (K-3)

- awareness of self
- awareness of individual responsibility for one's own actions
- development of decision making skills
- learning cooperative social behavior
- development of respect for others and the work that they do
- awareness of different types of occupational roles

Orientation (4-6)

- development of concepts related to self
- assuming responsibility for planning one's time
- application of decision making skills
- development of social relationships
- development of work attitudes and values
- development of concepts related to the world of work

Exploration (7-9)

- clarification of self concept
- recognizing responsibility for tentative career planning
- development of individual inquiry and problem solving skills
- development of socially responsible behavior
- development and practice of behaviors appropriate to a working environment
- understanding of basic concepts of economics as they relate to careers, society, and lifestyle

Preparation (10-12)

- crystallization of self concept
- assuming responsibility for implementation of career plan
- application of problem solving skills
- understanding the dynamics of group behavior in a work situation
- acquiring the discipline of work
- implementation of career plans and objectives

The activities included in the handbook have been restricted to the awareness, orientation, and exploration levels for three reasons. First, these are the areas of greatest teacher need and greatest concentration of special education programs as indicated by responses to the teacher survey discussed in the Preface. Second, experiences at the awareness, orientation, and exploration levels provide a crucial and often neglected base from which students may enter the preparation level (grades 10-12), where they will typically be required to begin implementing tentative career decisions. Third, programs at the secondary level tend to be discrete, with well defined administrative arrangements, and include such options as work experience and vocationally oriented courses. Many secondary students, however, may profit from continuing experiences at the exploration and even orientation levels. For a full treatment of programming at the secondary level, see *Preparing Handicapped Students for Work: Alternatives for Secondary Programming*, by Carole M. Johnson, which has been designed to complement this handbook.

Each career education activity in this handbook is presented within the framework of a matrix which notes related curricular areas, career concepts, and career education level. Activities are not sequentially related other than being grouped by level. Because the phases or levels of career education are developmental rather than chronological in nature, teachers should remain flexible in their choice of activities, gearing their selection to individual student needs. For example, many middle school students may be in need of continuing awareness experiences; students at the junior high

TABLE 1
Career Concepts Provide a Basis for the Ultimate Achievement of Career Education Goals

Career education element	Career education goals ^a				Career concepts ^b
	Awareness level (K-3)	Orientation level (4-6)	Exploration level (7-9)	Preparation level (10-12)	
Self	awareness of self	development of concepts related to self	clarification of self concept	crystallization of self concept	1. Every person is an individual, with different abilities, interests, needs, and values.
	awareness of individual responsibility for one's own actions	assuming responsibility for planning one's time	recognizing responsibility for tentative career planning	assuming responsibility for implementation of a career plan	2. An understanding and acceptance of self is important throughout life. 3. A positive concept of self helps an individual function successfully in work and daily living.
	development of decision making skills	application of decision making skills	development of individual inquiry and problem solving skills	application of problem solving skills	4. A person's work may contribute to a positive concept of self. 5. Individuals may be suited for several different careers. 6. Individuals are responsible for their career planning. 7. The way an individual uses leisure time may contribute to a personally satisfying life. 8. Individuals change as they go through life. 9. Decision making skills are important in the world of work and daily living.
Society	learning cooperative social behavior	development of social relationships	development of socially responsible behavior	understanding the dynamics of group behavior in a work situation	10. All persons need to be recognized as having dignity and worth. 11. Each person has a special place in society. 12. Society is dependent on the work of many people. 13. The ability to get along with people is an important part of success in work and daily living. 14. Every occupation contributes to society and has a purpose.

TABLE 1 (cont)
Career Concepts Provide a Basis for the Ultimate Achievement of Career Education Goals

Career education element	Career education goals ^a				Career concepts ^b
	Awareness level (K-3)	Orientation level (4-6)	Exploration level (7-9)	Preparation level (10-12)	
					15. A person's work may be directly beneficial to others. 16. A responsible and informed citizen functions effectively as a member of society.
Career and economics	development of respect for others and the work that they do	development of work attitudes and values	development and practice of behaviors appropriate to a working environment	acquiring the discipline of work	17. People do many kinds of work. 18. Work means different things to different people. 19. Education and work are interrelated.
	awareness of different types of occupational roles	development of concepts related to the world of work	understanding of basic concepts of economics as they relate to careers, society, and lifestyle	implementation of career plans and objectives	20. Hobbies and interests may lead to a career. 21. Work experience facilitates career decision making. 22. Every career requires some special preparation, knowledge, and ability. 23. Career preparation must follow a plan. 24. A worker must understand not only his or her job, but also the employer's rules, regulations, policies, and procedures. 25. Changes and conditions in the world affect careers. 26. Individuals must adapt as the world changes. 27. Different occupations are interrelated in many ways. 28. Consumer skills help a person function successfully as an individual and as a member of society.

^a Adapted from Bailey, L., & Stadt, R. *Career education: New approaches to human development*. Bloomington IL: McKnight Publishing, 1973.

^b Adapted from the following resources: (a) *Career education resource guide*. Career Programs Series. Morristown NJ: Silver Burdett (General Learning Press), 1972; (b) Drier, H., & Associates. *K-12 guide for integrating career development into local curriculum*. Worthington OH: Charles A. Jones, 1972; (c) Gifford, K. *Career awareness for deaf education: Resource curriculum guide*. Sioux Falls: South Dakota School for the Deaf, 1975; (d) Gonzales, J. (Comp.). *Career education: A mini-course curriculum guide*. Columbia: South Carolina Department of Education, 1979.

level may profit from a variety of orientation level experiences; a gifted or talented fifth grader may be ready for exploration level activities. The choice is as varied as the individual characteristics and readiness of the students.

The brief material which immediately follows provides further information that will assist the teacher in using the activities effectively. These topics include Career Education and the IEP; Career Education and the Exceptional Student; and Related Definitions.

CAREER EDUCATION AND THE IEP

Enacted by Congress in 1975, Public Law 94-142 (the Education for All Handicapped Children Act) has as its major purpose to assure that "all handicapped children have available to them . . . a free appropriate public education which emphasizes special education and related services designed to meet their unique needs" (Sec. 601c). The individualized education program (IEP) required by that law is designed to be used as the management tool or device through which needed services are provided for each student who is identified as (a) handicapped and (b) requiring specially designed instruction (special education) and related services.

The individualized education program contains the following major components (*Federal Register*, 1977):

- A statement of present level of educational performance.
- A statement of annual goals, including short term instructional objectives.
- A statement of the specific special education and related services to be provided to the student, as well as projected dates for initiation of these services and their expected duration.
- A description of the extent of student participation in regular education programs.
- Evaluation procedures and schedules for determining, on at least an annual basis, whether the short term instructional objectives are being attained.

Career education activities, including those suggested in this handbook, may be used as one instructional means of achieving the annual goals and short term objectives identified in the individualized education program. Choice of a particular activity for classroom use should be made on the basis of an evaluation of individual student needs as related to overall educational goals specified in the individualized education program. This selection requires thoughtful evaluation and interpretation of the relationship between the career education activity and the attainment of goals and objectives in such areas as mathematics, language arts, and social studies.

Following are sample annual goals and short term objectives in several curricular areas, accompanied in

each case by a career education activity. This approach is consistent with the philosophy of infusing career education activities into the ongoing curriculum. Six examples are presented, two at the awareness level, two at the orientation level, and two at the exploration level. Their intent is to demonstrate the feasibility of facilitating the achievement of a given objective by the use of instructional activities that contain a career education focus.

Example 1

Career education level: Awareness

Curriculum area: Language arts

Annual goal: Juan will increase his oral vocabulary through the use of expressive language.

Short term objective: Juan will dictate an experience story containing a minimum of five complete sentences.

Career education activity: Visit the school cafeteria to observe a meal preparation. Try to find answers to the following questions: What are we having for lunch today? What utensils and equipment are being used to prepare the meal? How many different workers are helping? What jobs are they doing? What health and safety rules are being followed? How do these workers help each other? How do they plan ahead so that lunch will be ready on time? What school skills help them in their work? Following the visit, dictate a report or story about what you saw and learned. Use a tape recorder or dictate your report to the teacher or teacher aide.

Example 2

Career education level: Awareness

Curriculum area: Mathematics

Annual goal: Rose will increase her arithmetic skills in the area of measurement.

Short term objective: Responding to a series of directions, Rose will measure 9 of 10 objects correctly, using the concepts of inch, foot, and yard.

Career education activity: Bring in the following materials to play a measurement game with the class: a board; a length of cloth; three or four small potted plants or seedlings in paper cups; a roll of

string; several lengths of multicolored telephone wire. Use these materials, as well as common classroom objects such as tables or desks, to play a group game, calling on individual students to practice a variety of measurement tasks. Following are several examples of the type of tasks that might be presented. First, pretend you are a carpenter. Which of these materials will you need in your work? (Student selects the board.) The carpenter needs to cut a board that is 3 feet long. Where should the board be marked for cutting? Measure the board in two ways (ruler, yardstick). Second, pretend you are a worker installing a telephone in a new house. Which of these materials will you need? Measure 7 feet of telephone wire. Third, pretend you are a gardener. You want to plant a row of seedlings 14 inches apart. Use a ruler to help you plant them in the right place in your garden.

Example 3

Career education level: Orientation
Curriculum area: Social studies
Annual goal: Michael will develop his map reading ability.
Short term objective: Given a list of 10 states, Michael will demonstrate the ability to locate them on a United States map with 90% accuracy.
Career education activity: Plan an imaginary vacation by automobile to a location selected by the class (e.g., Disneyland). Try to collect brochures and/or pictures of the destination. Use US and highway maps to plan the trip with the class. Questions such as the following may be explored: How long will it take us to get there? How far can we drive in one day? What states will we travel through on our way? Locate a city at each point on the map where we could stop for the night. What services and workers will help us on our trip (restaurants, gas stations, motels, etc.)? What things will we see on the way? How much will the trip cost?

A variety of supplemental materials such as travel magazines, pictures, and filmstrips may be used to make the trip more interesting.

Example 4

Career education level: Orientation
Curriculum area: Language arts
Annual goal: Beth will increase her written language skills.
Short term objective: Given a specific subject, Beth will demonstrate the ability to organize ideas in written paragraph form, beginning with a topic sentence.
Career education activity: Have students take turns assuming responsibility for a Weekly Career Report. Using a simple interview form as a guide, interview a parent, neighbor, or community acquaintance regarding her or his occupation, work location, type of activities performed during the work day, and any other interesting information desired. Use the information gathered to write short reports in paragraph form. One report is presented in class each week, then posted on a class or school bulletin board. Students will benefit from role playing interviews in class before trying it on their own.

Example 5

Career education level: Exploration
Curriculum area: Mathematics
Annual goal: Rita will increase her skills in the basic mathematical processes of addition, multiplication, subtraction, and division.
Short term objective: Given a series of 10 one digit multiplication problems, Rita will compute correct answers with 90% accuracy.
Career education activity: Cut out newspaper advertisements and coupons for grocery store items. Use them as the basis for math problems and such related activities as budgeting and planning a simple meal. Place related coupons and teacher or student made worksheets in separate manila envelopes. Students may as-

sist in the collection of materials and in writing problems. Examples: (1) Select and list items totaling no more than \$5 to take on a picnic. (2) Find the cost of 2 loaves of bread. (3) Find the coupon that tells the cost of a can of pork and beans. Multiply to find the cost of 5 cans.

Example 6

Career education level:	Exploration
Curriculum area:	Health/independent living
Annual goal:	Joe will develop his social interaction skills.
Short term objectives:	Joe will demonstrate three appropriate verbal interactions with adults per day in a variety of observed structured and unstructured situations.
Career education activity:	Invite a parent or community acquaintance who actually performs job interviews (such as the supervisor of a fast food chain) to come to class and "interview" several volunteers. Students should be aware that the interview is a simulation only. The teacher should consult with the interviewer ahead of time to determine length of interview and any adaptations that may be appropriate. The interviewer may be asked to bring sample applications to show to the class. The entire class observes the interview process and questions the interviewer afterwards. Following the experience, students may as a group, in pairs, or individually, summarize skills, work habits, desired education, and other basic information requested by the interviewer.

CAREER EDUCATION AND THE EXCEPTIONAL STUDENT

Because career education seeks to facilitate a *process* (namely, that of career development), it follows that career education experiences for exceptional students, both gifted and handicapped, are no different in nature from those that are appropriate for all students. Handicapped students are more similar in overall growth and development to their nonhandicapped peers than they are dissimilar. Individual differences do occur in the *rate* of career development, which may vary along

a continuum ranging from accelerated to normal to delayed.

The majority of special educators are involved in working with students described as mentally retarded, learning disabled, or behaviorally disordered. Existing research supports the position that these populations "cannot be differentiated on the basis of etiological agents" (Hallahan & Kauffman, 1976, p. 36). While no behaviors are specific to any of the three conditions, tendencies toward differences in frequency of manifestation of behaviors do exist. The retarded youngster exhibits a slower than average rate of acquisition of academic skills due to delayed rate of intellectual development, as well as accompanying deficits in adaptive behavior. Transfer of learning occurs less easily, and self concept and social adjustment difficulties are often present. Learning disabled students are often characterized by perceptual motor impairments, including general coordination difficulties, disturbance of fine motor movements, inadequate impulse control, and poor self concept. The behaviorally disordered individual may experience a variety of difficulties in such areas as socialization, interpersonal relationships, self control, and self esteem.

Despite the fact that distinguishing characteristics may be observed in terms of frequency of recurring behaviors, highly similar and overlapping teaching methods for these three groups have been found to be effective (Hallahan & Kauffman, 1976). Concern is focused on behavioral and learning characteristics rather than diagnostic labels.

Following is a list of instructional strategies that have been found to be particularly effective in working with students identified as learning disabled, behaviorally disordered, and mentally retarded. Career education experiences that use these strategies will help to facilitate learning for these students.

- Opportunities for building self esteem.
- Hands-on experiences.
- Focus on concrete rather than abstract concepts.
- Use of concrete materials.
- Logical sequencing of tasks.
- Highly organized instruction.
- Specific, clearly communicated task assignments.
- Activities designed to complement students' attention span.
- Use of high interest, motivating materials and subject matter.
- Enhanced stimulus value of teaching materials.

Educators who seek to facilitate the career development process for exceptional students do need to be particularly sensitive to stereotypic attitudes which may, consciously or unconsciously, result in the tendency to steer handicapped students toward an unduly limited range of career options popularly assumed to

be "suitable" for individuals possessing a particular type of handicap. By the same token, gifted students should be given the opportunity to explore career possibilities outside a restricted number of professional fields requiring advanced degrees. Particularly at the awareness, orientation, and exploration levels, students should be exposed to a wide range of information and experiences without the pressures or expectation of career decision making. Thus, the special educator needs to make consistent and marked efforts to expose all students, both male and female, regardless of handicap, to as wide a range of career options as possible.

RELATED DEFINITIONS

Definite differences of opinion exist concerning the overall goals of career education. These differences, it is felt, may in large part be ultimately traced to ambiguity and variations in the literature with regard to the use and interrelationship of such terminology as *work*, *career development*, *career education*, and *vocational education*, as well as some lack of consensus among authors.

Because the concept of work is fundamental to the definition of career education, a full understanding of the scope and meaning of career education itself must be based on a knowledge of what is implied by work. According to Hoyt, work is conscious effort aimed at producing benefits for oneself and/or others. This definition, which includes both paid and unpaid work, speaks to the survival need of individuals and society for productivity and achievement (Hoyt, 1975, p. 5).

This broad conceptualization of work, implied in its inclusion in subsequent definitions, is undoubtedly the source of some confusion in clarifying the meaning of career education. In popular usage, however, the word *work* continues to carry strong traditional connotations which, for instance, contrast work with leisure activities ("All work and no play . . .") and associate it primarily with economic employment ("out of work"). For this reason, some writers in the field of career education have sought to clarify the meaning of such phrases as *preparation for work* by broadening the statements to include the phrase *work and daily living*. In reading career education materials, it is helpful to keep in mind this larger definition, so that references to work do not begin, almost as a matter of habit, to shrink in scope and meaning.

Career development is a continuously evolving process which progresses from infancy throughout adulthood. It is a term which describes those work attitudes and behaviors acquired by an individual over time, both before and after entry into any specific occupation (Bailey & Stadt, 1973). Thus, career development is not synonymous with career education. Rather, career

education serves as a vehicle for facilitating, shaping, and nurturing this developmental process.

Vocational education is an instructional program designed to prepare individuals for entry level employment in occupations requiring less than baccalaureate degree. These programs are directly related to the needs of the labor market and are provided in secondary and postsecondary educational settings. Vocational education is a distinct program of instruction that focuses on the skills and knowledges required for participation in a specific occupation or a cluster of closely related occupations.

Career education, rather than being defined as a separate program of instruction, is viewed as an essential facet of all educational programs (general, special, and vocational). Career education seeks to enhance all instructional areas by relating them to those behaviors, attitudes, and *general* skills needed in work and daily living (Johnson, 1979). Brolin (1978) identified several key elements in the concept of career education which are adapted and condensed as follows. Career education:

- Focuses on full development of all individuals from early childhood through retirement years.
- Emphasizes daily living, personal-social, and work attitudes and skills development at all levels and ages.
- Encompasses the total school curriculum.
- Includes learning in the home, school, private and public agencies, and the employment community.
- Provides for career awareness, orientation, exploration, and skills development at all levels and ages.

The very concept of career education implies the fundamental necessity of collaboration between educators and the total community. "The word collaboration, as used in career education, is intended to imply the need for action and policy formulation responsibilities to be assumed by non-educators as well as by educators in implementing career education" (Hoyt, 1978, p. 13). Segments of the community that play a vital role in career education collaboration include business, labor, and industry; community agencies and organizations; and the home and family environment. Thus, educators alone do not bear the total responsibility for career education outcomes. Rather, education serves as a vital link in the chain of community responsibility for the implementation of career education, a link which lends cohesiveness and overall continuity to the facilitation of the career development process. The Council for Exceptional Children (CEC, 1978) summarizes the definition as follows:

Career education is the totality of experiences through which one learns to live a meaningful, satisfying work life . . . The individual can obtain . . . fulfillment through work (both paid and un-

paid) and in a variety of other social roles and personal lifestyles, including his/her pursuits as a student, citizen, volunteer, family member, and participant in meaningful leisure time activities.

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RESOURCES

A careful review of a large number of curriculum guides provided the starting point for the development of the activity suggestions presented in the next section. Among the most helpful of these resources were the following:

- American Foundation for the Blind. *Adapted career education units, grades K-6*. New York: American Foundation for the Blind, 1975.
- Career education through multi-experience centers curriculum guide*. Quincy IL: Quincy Public Schools, n.d.
- Occupational versatility for exceptional children*. Tri-County Special Services, Fremont, Sugar-Salem, & Teton Districts, Idaho, n.d.
- Office of Career Education. *It's working . . . Collaboration in career education*. Washington DC: US Office of Education, Office of Career Education, 1979.
- Plue, W. V. *Vocational curriculum for the high school E.M.R.* Hattiesburg: University of Southern Mississippi, Bureau of Educational Research, n.d.
- Rensselaer/Columbia BOCES. *Career education: Activities for classes of handicapped children*, n.d.
- South Dakota School for the Deaf. *Goals: Career education curriculum guide, K-12*. Sioux Falls: South Dakota School for the Deaf, 1975.

Career Education Activities

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3)													
Self	Individuals change as they go through life.	Have students write letters home and ask parents to respond in writing in a few sentences. (Space may be provided at the bottom of the letter.)	paper pencils	x			x					x	
Career	People do many kinds of work.	Ask parents to (a) describe their job and some of the work they do and (b) list other jobs they have had in the past. Discuss and share responses in class. Compile a class list and/or design a colorful bulletin board illustrating all the different jobs (past and present) represented within the class.											

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3)													
Self	Individuals may be suited for several different careers.	Bring in a variety of hats representing different jobs, such as a nurse's cap, pilot's cap, hard hat, army cap. Play a guessing game, with student guessing which job is represented by each hat. After the game is over, introduce flashcards naming each job and have students match to the appropriate hat. Use the experience to practice writing and speaking in complete sentences. Have students read and write simple sentences using the hats as a basis for the lesson. Make hats available for supervised free play.	hats paper pencils flashcards	x	x	x	x		x				x
Society	Society is dependent on the work of many people.												
Career	People do many kinds of work.												
Self	The way an individual uses leisure time may contribute to a personally satisfying life.	Alter the activity to include sports equipment and/or special clothing worn in different sports activities.	optional selection	x	x	x	x						x

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3)	Career	Every career requires some special preparation, knowledge, and ability. People do many kinds of work.	Play a game of matching real tools (or pictures) to pictures of workers. Graduate to matching simple vocabulary cards to both tools and workers. Have students select a favorite picture and dictate or write imaginative stories or poems about the worker portrayed.	pictures flashcards paper pencils	x	x	x	x		x			

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3)													
Society	Every occupation contributes to society and has a purpose.	Have the school custodian describe his or her duties and demonstrate the use of selected equipment, such as a floor polisher.		x	x		x			x			
Economics	Consumer skills help a person function successfully as an individual and as a member of society.	Bring in samples of products used in cleaning (glass cleaner, polishes, detergents, cleanser, soap, etc.). Have students identify their use. Discuss safety and health aspects. (Do we put ammonia on the same shelf with food? Do all cleaning jobs require buying special products?) Make a list of jobs appropriate for children to help keep things clean at home and at school. List jobs that pay workers for cleaning (e.g., washing windows on tall buildings, motel and hotel cleaning).	samples of cleaning products paper pencils										

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3)													
Self	The way an individual uses leisure time may contribute to a personally satisfying life.	Collect and bring in (and/or ask students to save) various kinds of tickets (movie, bus, plane, concert, etc.). Talk about what each type of ticket allows a person to do. Role play buying tickets and giving them to the ticket taker. Make a class poster, pasting and labeling a sample of each kind of ticket on the poster.	used tickets poster board scissors paste magic marker	x	x				x			x	x
Society	Society is dependent on the work of many people.												

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3)													
Self	Individuals may be suited for several different careers.	Individual students pantomime workers engaged in various jobs. Others guess each occupation, giving answers in complete sentences. This activity may also be carried out with musical accompaniment, having students perform selected pantomimes as a group.	records record player	x	x							x	x
Career	People do many kinds of work.												

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3)													
Self	A person's work may contribute to a positive concept of self.	As a Christmas project or on another selected occasion, have students make "gift certificates" for each member of the family, pledging time and help. Point out how students' contribution to family living is important.	magazines construction paper pencils paste scissors	x	x		x			x		x	
Society	A person's work may be directly beneficial to others.	Make a collage of magazine pictures illustrating a variety of family activities. Discuss and role play situations that demonstrate cooperation. What would happen if each family member did not do his or her job for a whole week? (Example: What would happen if no one took out the garbage, fed the dog, washed clothes, etc.?)											
Career	Work means different things to different people.												

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3)													
Society	A person's work may be directly beneficial to others.	In connection with a unit on measuring, develop with students a list of examples of when and how parents use measurement at home (hobbies, repair jobs, sewing, cooking, etc.). See if students can name several jobs that require measurement (fabric store salesperson, shoe salesperson, carpenter, etc.). Pose the question: What could happen if something is measured wrong (e.g., quantities for a recipe, length of curtains, etc.)?		x	x	x	x	x					
Career	Work means different things to different people. Education and work are interrelated.	Use measurements to make instant pudding, lemonade, no-bake cookies, and other simple recipes that can be prepared in the classroom.		x	x			x					x

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3) Society	A person's work may be directly beneficial to others.	Discuss with students which community workers can help if you get lost or need emergency help at home (police, telephone operator, responsible adult such as a store manager, etc.). Role play various situations. Discuss safety factors such as asking a stranger to give you a ride home. Have students practice learning and writing their names, addresses, and phone numbers, as well as the name of the office or business where their parents work. Discuss with students why it is helpful to know this information.	paper pencils	x	x	x	x			x			

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3) Career	Education and work are interrelated.	Discuss various jobs that require the ability to match sets (e.g., setting the table, sorting laundry, assigning books to students, assembling objects of two or more parts). Set up simple learning center activities duplicating some of these tasks.		x	x			x					

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3)													
Society	All persons need to be recognized as having dignity and worth. Society is dependent on the work of many people.	Have students watch for as many different workers as they can see while riding the bus to and from school over a period of several days (e.g., construction workers, telephone repair persons, grounds maintenance crews). Compile a class list of workers observed. Discuss what tools and skills are being used by these workers. Write short reports on observations, or have students tape their observations at an activity center and play back to the class to add variety.	paper pencils tape recorder (optional)	x	x		x		x				
Career	People do many kinds of work.												
Self	The way an individual uses leisure time may contribute to a personally satisfying life.	Have students repeat the process, this time observing people engaged in leisure activities (e.g., playing basketball or golf, jogging, lining up for movies, riding bikes, skating). Collect magazine pictures of persons engaged in leisure activities. Make posters or collages.		x	x		x					x	x

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3)													
Self	Every person is an individual, with different abilities, interests, needs, and values. An understanding and acceptance of self is important throughout life.	List on the board and have students pantomime all the possible roles played by one individual (e.g., student, son or daughter, ball player, helper). The teacher may wish to begin this activity by listing for students his or her own roles, such as parent, teacher, sports fan, gardener, jogger, and shopper. Discuss which roles are voluntary and which are not. Act out and discuss behaviors appropriate to one role but not to another (e.g., running is appropriate for the individual as a ball player but not as a student in the classroom).		x	x					x			x

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3) Society	Society is dependent on the work of many people.	Have students compare letters that are ready to mail with letters already received. Note the cancelled stamp. Look at all the parts of an addressed envelope and discuss the purpose of each. Have students write a letter or postcard to themselves, a parent, or a friend at the school address, and mail. List reasons why people send letters. Name some workers who send out lots of mail as part of their work. Name jobs associated with mail. Visit the post office and/or invite a mail carrier to visit the class, show them his or her vehicle and mailbag, how letters are sorted, and so on. Make a table display of what a mail carrier can bring to your house and have students help label the items on sentence strips (personal letters, postcards, bills, packages, ads, etc.).	sample pieces of mail and packages sentence strips paper pencils	x	x	x	x		x				

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3)													
Society	All persons need to be recognized as having dignity and worth.	Visit various school workers as a group or conduct individual interviews, depending on age and maturity of students (e.g., cafeteria worker, nurse, custodian, counselor, principal). Have students plan questions orally or in writing ahead of time. Ask these workers to describe their jobs and show any special equipment or tools they use. Pretend that one of these workers stopped doing his or her job for a week. What would school be like that week?		x	x		x		x				
Economics	Different occupations are interrelated in many ways.												

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3)													
Society	Every occupation contributes to society and has a purpose.	Invite a veterinarian to visit the class and talk about his or her job, what different kinds of animals are treated, and what type of training is needed. Have him or her examine a pet if possible, so students can watch the procedures. After the visit, help students as a group recall and list things that a veterinarian has to do (give shots, perform operations, prescribe medicine for animals, etc.).	paper and pencil	x	x		x			x	x		
Career	Hobbies and interests may lead to a career. Every career requires some special preparation, knowledge, and ability.												

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3)													
Career	People do many kinds of work.	Play bingo, matching pictures to vocabulary in a variety of career areas studied in class (e.g., for firefighter: fire alarm, fire hydrant, fire truck, fire station, axe, boots, ladder, smoke, siren). Take photographs on field trips. As a followup activity, use them as the basis for experience stories. Place stories and photographs in the learning center for free time reading. Including students in pictures and subsequent stories adds significantly to student involvement and interest in writing about their experiences.	pictures vocabulary cards poster board camera	x		x							
				x	x	x	x				x		

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3)													
Society	Society is dependent on the work of many people.	Conduct a treasure hunt to locate career related items in one or a variety of occupations. Example: Place a number of carpenter's materials and tools around the room, and have students find and name them (paintbrush, putty, sandpaper, chalk line, a level, yardstick, grease pencil, a small can of paint, etc.). Use judgment in selecting objects that may be sharp, pointed, or otherwise hazardous. Provide close supervision as the activity progresses; have students take turns looking for objects if more structure is appropriate. Items may also be selected for the treasure hunt that represent several careers (e.g., 10 objects associated with 5 different occupations).	optional selection	x	x				x		x		
Career	People do many kinds of work.	At the conclusion of the treasure hunt, discuss and/or demonstrate uses of objects and materials. Make a table display; have students make signs labeling materials and write short descriptions of the occupation(s) they represent. Do not leave sharp or dangerous objects on display.	paper pencils	x	x	x	x		x		x		

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3)													
Self	A person's work may contribute to a positive concept of self.	Prepare several simple recipes in class at intervals throughout the school year. Have a volunteer write or type each recipe at the time the activity is performed. At the end of the year, compile a recipe book for students to illustrate and take home. While following recipes, point out what school skills are being used (weighing, measuring, telling time, etc.). Suggest that students may enjoy making some of these recipes for fun at home, with parent's help.	cooking ingredients and utensils			x	x	x				x	x
Career	Hobbies and interests may lead to a career. Education and work are interrelated.												

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3)													
Self	An understanding and acceptance of self is important throughout life.	Visit a dentist's office or invite a dental technician to visit the class. Demonstrate toothbrushing. Look at charts; tape X-rays to window. Discuss what foods are good for teeth, which may cause cavities. Have dental technician display some of his or her equipment and talk about education and training required for the job.	dental X-rays toothbrush dental charts food charts	x	x					x	x		
Society	Society is dependent on the work of many people.												
Career	People do many kinds of work.	Visit a doctor's office, public health department, hospital, or school nurse's office. Discuss what is involved in a physical examination. List some jobs that require a special physical examination and why. Look at doctor's equipment and have some demonstrated, if possible. What jobs are available in the health field? What kind of training do these workers have?											

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3)													
Society	A responsible and informed citizen functions effectively as a member of society.	Take a field trip or walk in the local community and within the school building, looking for different types of signs (safety and information), such as exit, pull, push, entrance, bus stop, vacancy, for sale. Collect and display pictures or drawings of these signs. Make mobiles of various classifications of signs (safety, directions, warnings, etc.) for students to display in the classroom or take home.	art supplies construction paper poster board string hole punch	x	x	x	x			x		x	
Career	Education and work are interrelated.	With older students, display, read, and interpret warning signs on various product labels, such as flammable, refrigerate, poison, keep out of children's reach. Discuss the importance of following directions on labels. Be sure to use empty bottles, for reasons of safety.	empty bottles or cans	x	x	x				x	x		

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3)	Self	Introduce emotions by pantomiming each and/or saying short sentences in a variety of voice tones (happy, sad, afraid, angry). Demonstrate emotions through rhythm. (Example: Run as if you were afraid. Walk as if you were sad. Skip as if you were happy.) Have students make vocabulary cards naming each emotion and take turns selecting the appropriate card to hold up as emotions are demonstrated.	paper or 5 x 8 inch cards pencils	x	x	x	x					x	x
		Have students collect magazine pictures of adults and children that depict a variety of emotions through facial expressions and body language. Assist students in grouping the pictures according to basic emotion expressed (afraid, angry, sad, serious, happy), and design small group posters or a class bulletin board.	magazines scissors paste									x	
		Tell about or show pictures of situations such as a party, looking for a lost object, falling off a bike, working in school, doing chores at home. Have students describe in complete sentences what emotions are associated with the situation.	magazines, books	x	x								

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3)													
Self	The way an individual uses leisure time may contribute to a personally satisfying life.	Name and discuss careers associated with growing plants. Can plant growing serve as a leisure activity? Plant and grow seeds in the classroom, then transplant to home or yard. Visit a greenhouse, nursery, or florist. Invite a parent who does gardening to bring in tools and materials and talk to the class. Discuss fertilizers and compost.	seeds milk cartons or pots soil	x	x						x		x
Career	People do many kinds of work. Hobbies and interests may lead to a career.	Buy a tree or shrub; plant it at school, having students serve as the work crew. Make a miniterrarium. Plant seeds or small plants of the same type (coleus is recommended) in various kinds of soil. Water some; leave others dry. Place some in darkness, others in direct and indirect light. Keep a record of what happens to each plant. Discuss how record keeping helps a farmer have better crops.		x	x		x	x			x		

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3)													
Self	Every person is an individual, with different abilities, interests, needs, and values. Individuals change as they go through life. A positive concept of self helps an individual function successfully in work and daily living.	Have students bring in baby pictures and/or younger pictures of themselves for a class bulletin board. Discuss changes that have taken place; things they have learned to do since these pictures were taken; things they will learn in the future as they grow older. Have students trace their own hands or feet, cut out, and paste on contrasting colored construction paper. Label with student's name. Make hand prints in clay, plaster of paris, or cookie dough. Working in pairs, or with teacher assistance, do body tracings on butcher paper. Allow students to color or paint clothing, hair, facial features. Post around the room. Use stamp pads to make fingerprints. For a separate bulletin board display, divide a sheet of paper into squares, one per student. Have each student put name and fingerprint in one square. (Allow students to use scratch paper for practice.) Point out that every fingerprint is different and special.	baby pictures pencils construction paper scissors paste optional selection butcher paper pencils or magic marker scissors stamp pad paper	x	x					x			
												x	
												x	
												x	

continued on next page

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3)													
Self	Individuals change as they go through life. Every person is an individual, with different abilities, interests, needs and values.	Keep growth charts (height, weight) during the year. The school nurse may be involved in this activity to add a career awareness focus. Have students collect pictures of children engaged in a variety of work and play activities. Categorize these pictures to make personal preference posters, with headings such as "I like. . .," "I don't like. . . ." This activity may be performed using a variety of themes such as food, cars, or sports. Share and discuss personal preference posters with the class, pointing out individual similarities and differences.	magazines scissors construction paper pencils	x	x			x		x	x	x	

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3)													
Society	Every occupation contributes to society and has a purpose.	Visit the school cafeteria and watch a meal preparation. Point out that workers learned in school many of the things they need to know to do their job (names of ingredients, health rules, measuring, how to read to follow a recipe, how to cooperate with other workers, how to tell time so that the meal will be ready on time, etc.). Plan a cooking activity for the class using a simple recipe.		x	x	x		x	x				
Career	Education and work are interrelated. Every career requires some special preparation, knowledge, and ability.												

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3) Career	People do many kinds of work. Hobbies and interests may lead to a career.	Show pictures and/or filmstrips depicting pets and zoo animals. Write "menus" for various pets and zoo animals and post on the bulletin board under pictures or drawings of each. Discuss care and feeding of pets. Have students take turns caring for classroom pets (fish, gerbils, etc.). Discuss dependency of pets on humans. What costs are involved in keeping a pet? Discuss local laws regarding pets, such as licenses, shots, and leashes. Why do we have these laws?	magazines filmstrips paper pencils magic markers construction paper	x	x		x			x	x	x	

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3)													
Society	Every occupation contributes to society and has a purpose.	Show pictures of the moon landing, moon rover, and related pictures of the astronauts and barren moon landscape. Use clay to make models of the moon and its craters. Introduce students to the following names: astronaut, geologist, zoologist, botanist. Define them in simple terms. Which of these scientists went to the moon? Why didn't a zoologist or a botanist go to the moon? What do they study? Are there many jobs available for people who want to be astronauts? Is it hard or easy to be an astronaut? Were there any astronauts when your grandparents were born? Why?	selected photographs clay	x	x	x					x	x	
Economics	Changes and conditions in the world affect careers.												

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3)													
Society	Every occupation contributes to society and has a purpose. A person's work may be beneficial to others.	Visit a home construction site, keeping in mind safety precautions and regulations involved. Have students look for ways in which physical skills (lifting, pulling, bending), math skills (measuring, weighing), and reading skills (blueprints, directions) are being used. How many different types of workers are at the construction site? What are their jobs?		x	x				x		x		
Career	Every career requires some special preparation, knowledge, and ability.	As a followup activity, mix cement in class and pour into small wooden frames to make cement bricks. These can be used as doorstops or bookends if covered with fabric or heavy paper, or as supports for the shelves of a bookcase for the classroom.	cement wooden frames water fabric or heavy paper glue					x			x	x	

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Laure
Awareness (K-3)													
Career	Work means different things to different people. People do many kinds of work.	Ask students to observe, as they ride to and from school or play in the neighborhood, different ways in which pushing, pulling, and lifting are being used to move objects (force). Take a walk around the block with the class to make similar observations as a group, if your school is located in a feasible setting. Examples of observations might include a mother pushing a baby in a stroller; a child pedaling a bicycle; people pushing a stalled car, a grocery cart, or a lawnmower; workers lifting boxes or shoveling earth. When might some of the following workers need to push, pull, or lift something: firefighter, construction worker, yard worker, furniture mover, grocery store clerk, bricklayer, truck driver?		x	x						x		

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3)													
Self	Individuals change as they go through life. An understanding and acceptance of self is important throughout life.	Living things grow and change—plants, insects, animals, birds, and people. Ask students to bring from home an object that shows how they have changed since they were younger. Examples: an outgrown shoe or item of clothing; a baby toy they no longer play with; a favorite book they looked at when they were very small; a picture they drew a year or two ago which the family may have saved. Share with the class.	items students bring from home	x	x					x	x		

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Laure
Awareness (K-3)													
Self	An understanding and acceptance of self is important throughout life. Individuals change as they go through life.	At the beginning of the school year, attach a small mirror to the center of the bulletin board at student eye level. Surround it with instant, self developing pictures of each student. Have students write or dictate several sentences about themselves to mount on colored construction paper under each picture. Ask students to include a sentence in their descriptions which states, "I want to be _____ when I grow up because _____." Share with the class what each student has written. Save the pictures and descriptions when the bulletin board is changed. Repeat the activity at the end of the school year. Display the new pictures and descriptions beside the earlier ones and compare them. What changes have taken place in physical appearance, interests, choices?	photographs writing and construction paper pencils	x	x	x	x						

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3)													
Career	People do many kinds of work. Work means different things to different people.	Have students experiment with their reflections in a variety of surfaces (paper, wax paper, clear glass, aluminum foil, metal, a spoon, a hand or wall mirror). They will observe that light is reflected best from a smooth, shiny surface. Ask students to name ways in which they and their families use mirrors every day. Ask students to explain how the following workers use mirrors to help them do their jobs: bus driver, dentist, hair stylist, shoe or clothing salesperson, storekeeper (curved mirror at ceiling level to give view of entire store).		x	x						x		

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3)													
Career	Work means different things to different people.	Have students observe at home, then compile a class list of as many different kinds of electrical equipment, tools, and machines as they can spot around their homes. Could the same work get done without these tools? How? (Examples: electric shaver—hand razor; dryer—hang clothes outside; mixer—beat by hand). Ask students to choose which machines would be hardest to get along without, which would be easiest. Are all electrical tools and machines we use at home really necessary? Pretend you could only have one of the machines on the list. Which one would you choose?		x			x				x		
Economics	Decision making skills are important in work and daily living.	Have students collect magazine pictures of electrical machines, tools, and equipment to make individual scrapbooks or a class bulletin board.	magazines scissors									x	

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3)													
Self	Every person is an individual, with different abilities, interests, needs, and values.	Use dolls, puppets, or dress-up clothes to role play family, school, or play situations appropriate to topics being discussed (e.g., sharing, accepting responsibility, visiting the dentist, caring for pets).	optional selection	x	x				x	x			
Society	All persons need to be recognized as having dignity and worth. The ability to get along with people is an important part of success in work and daily living.												

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3) Career	People do many kinds of work.	Working in pairs, have students take apart and reassemble a flashlight. Name and locate each part (bulb, lens, dry cells, switch). Do we need all the parts to make the bulb light? Which parts do we need? Practice making the bulb light using wire and batteries to complete a circuit. Discuss situations in which people need to use some type of flashlight in their work: doctor, police officer, auto mechanic, electrician, plumber. Why are flashlights safer to use than matches or a candle?	flashlights, in working order								x		

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Awareness (K-3)													
Society	Society is dependent on the work of many people.	Invite a firefighter to come to the school or take a field trip to the fire station. Examine the special clothing and equipment a firefighter uses. How does he or she learn to do his or her job? Make a list of all the different things a firefighter does in addition to putting out fires. Discuss fire safety and things you can do at home and outdoors to prevent fires.		x	x				x	x			
Career	People do many kinds of work.	Make fire engines using shoe boxes. Make fire hats and badges.	shoeboxes construction paper poster board scissors crayons									x	

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6)													
Society	All persons need to be recognized as having dignity and worth.	Pass out a 3 x 5 inch card to each student. Have each one write the name of their parents' occupation on the card. (The teacher may help with spelling if needed.) Ask students not to name the occupation out loud while they are filling out their card, but raise their hand for help if needed. Put cards in a box and mix them up. Students take turns drawing a card and describing the job they have selected. Students may enjoy guessing whose parent's occupation is on the card.	3 x 5 inch cards pencils empty box	x	x	x	x		x				
Career	Every career requires some special preparation, knowledge, and ability.												

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6) Society	A person's work may be directly beneficial to others. A responsible and informed citizen functions effectively as a member of society.	Ask students to observe and report as many different kinds of pollution as they can see around them in the vicinity of school, neighborhood, and community over a period of several days. Examples include trash, smog, junkyards, an excess of billboards, noise. Help students classify these examples according to the ways in which we pollute our environment (air, water, sound, sight, smell). Collect current newspaper or magazine articles dealing with pollution and environmental issues in the local community, state, or nation. Why do some people resist efforts to clean up the environment (financial cost, effect on jobs)? Choose a modest class project to help combat pollution. Examples: pick up trash on school grounds; write letters to local officials or Congressional representatives on environmental issues; keep a class chart recording student efforts at litter control in their neighborhood.	newspapers magazines	x		x			x		x		

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Laure
Orientation (4-6)	Self	An understanding and acceptance of self is important throughout life. Introduce a list of adjectives including some or all of the following: bashful, patient, ashamed, spoiled, cheerful, stubborn, proud, foolish, frightened, homesick, cross, responsible, disappointed, guilty, independent, important. Have students compare their spontaneous definitions with the dictionary. Write short sentences about selected emotions, using the format "I feel cheerful when . . .", "I feel disappointed when . . .", and so on. Locate magazine pictures illustrating some of these emotions. Mount them on construction paper and label the pictures with one or more appropriate adjectives. Choose a number of workers (doctor, forest ranger, pilot, mechanic, secretary, police officer, etc.) and have students describe situations in which these workers would feel proud, frightened, disappointed, and so on. Discuss how moods and feelings affect work (at school, at home, on the job). Role play situations that demonstrate such adjectives as stubborn, bashful, spoiled, independent.	dictionary paper pencils magazines construction paper scissors glue	x	x	x	x						
				x	x				x			x	

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Laure
Orientation (4-6)													
Economics	Changes and conditions in the world affect careers.	Make a class mural or timeline depicting changes and growth in means of transportation from Revolutionary days to the present. When the mural or timeline is complete, choose several forms of transportation at varying points in history and help students identify jobs that were or are associated with each. How many of these jobs exist today? Provide students with a worksheet listing a variety of jobs, and have them match to the appropriate form(s) of transportation. Example: Jobs related to airplanes might include mechanic, skycap, maintenance personnel, air traffic controller, pilot, copilot, navigator, reservations clerk, travel agent, customs agent, flight attendant.	butcher paper or shelf paper art supplies worksheets						x			x	
				x		x	x		x		x		

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6)													
Society	Each person has a special place in society.	Invite a high school student who works at a gas station to visit the class, talk about his or her job, and show students the various parts of an automobile engine, how to check oil and transmission fluid, and the names and use of various gauges and equipment inside the car. Develop with the class a list of related vocabulary words and their meaning, following the visit.		x	x	x	x		x	x	x		
Career	People do many kinds of work.	If possible, visit an auto repair shop and look at tools and equipment used by auto mechanics. What school skills are used by these workers, and how? Put small amounts of gasoline and oil in separate jars to show students their color and consistency. Be sure to handle safely and dispose of promptly. Discuss safety factors regarding the use of gasoline. Where do gasoline and oil come from? Why are they becoming more and more expensive?	oil gasoline jars										

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6)	Economics	Changes and conditions in the world affect careers. Individuals must adapt as the world changes. Different occupations are interrelated in many ways.	Make a study of the different types of homes constructed throughout American history, from Indian days to the present. Note how their construction is tied to available materials within a particular region (buffalo hides, earth, brick, wood/logs, stone). Make a mural depicting these various forms of housing. Roll logs from clay and build log cabins and/or a model pioneer village. Write reports, using the encyclopedia, of a variety of construction careers (bricklayer, contractor, carpenter, landscaper, electrician, painter, plasterer, plumber, etc.). Which of these jobs existed in pioneer days? Who built homes for the settlers in those days? Discuss the concept of specialization, as well as the influence of new inventions and changing technology on jobs. Make and label a display of construction tools and materials (drill, file, plane, saw, shingles, wallboard, electrical wire, trowel, wrench, etc.). Invite a construction worker to visit the class and discuss the use of these tools and materials, and possibly bring some additional ones.	butcher paper art supplies clay paper pencils reference books optional selection	x		x			x			x
				x		x	x		x			x	
									x		x		

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LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6)	Career	People do many kinds of work. Work means different things to different people. Have students observe and report evidence of the use of inclined planes in their neighborhood and community. How does use of the inclined plane make work easier? Are there ramps in your school, in your local shopping center, in public buildings? Have you seen workers using a ramp to unload goods from the back of a truck? Have you seen an inclined plane in a store? (escalator) Bring in a number of simple tools that are also samples of inclined planes (wedge, chisel, carpenter's plane, screw, bolts, nuts, etc.). Have students draw job names from a bag and explain how each worker drawn uses an inclined plane in some form to make work easier. Examples might include mechanic, carpenter, furniture mover, forest ranger, plumber, truck driver.	optional selection 3 x 5 inch cards paper bag	x	x						x		
				x	x	x			x		x		

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6)													
Career	Education and work are interrelated.	Cut out newspaper advertisements and coupons for grocery store items. Use them as the basis for math problems and such related activities as budgeting and planning a simple meal. Place related coupons and teacher or student made worksheets in separate manila envelopes. Students may assist in the collection of materials and in writing problems. Sample problems: Select and list items totaling no more than \$5 to take on a picnic. Find the cost of 2 loaves of bread. A bag of potato chips usually costs 79¢; find the store coupon and figure out how much you will save if you use it.	newspapers scissors manila envelopes worksheets ditto masters	x		x		x		x			
Economics	Decision making skills are important in the world of work and daily living. Consumer skills help a person function successfully as an individual and as a member of society.												

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6) Economics	Decision making skills are important in the world of work and daily living. Consumer skills help a person function successfully as an individual and as a member of society.	Place related, priced items of merchandise in various boxes (e.g., drugstore items in one box, school supplies in another, grocery items in a third). Use these as the basis for a variety of activities. Have students shop for items, role play shopper and clerk, make change, complete math worksheets. Examples of math problems include listing items in a certain category costing less than one dollar; totaling price of all items in a box; making out sales slips for 3 to 5 items; selecting a total number of items not to exceed \$5 in cost.	selected merchandise boxes worksheets	x		x	x	x		x			

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6)													
Career	Work means different things to different people.	Have one student begin the game by making a statement such as, "People work for money." The next student repeats the previous reason and adds a new one (e.g., People work to help others, to meet new friends, to learn new things). Students should be adequately prepared by prior learning experiences to play the game successfully. After the game, allow individuals to pick the reason that would be most important to them and explain their choice. For long term retention, students may help make a bulletin board illustrating these reasons.	magazines scissors paste construction paper	x	x							x	
Self	The way an individual uses leisure time may contribute to a personally satisfying life.	The game may also be played with the theme of naming a variety of leisure activities. Make a bulletin board labeling and illustrating these activities afterwards.										x	x

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6)													
Career	People do many kinds of work. Every career requires some special preparation, knowledge, and ability.	Bring flight and weather maps into the classroom. Discuss the importance of weather conditions to an airport. Visit a weather bureau. Obtain brochures from a travel agency. Plan imaginary trips, using flight timetables.	weather maps flight timetables travel brochures flight maps model airplane kits	x	x	x	x		x		x		x
Economics	Changes and conditions in the world affect careers. Different occupations are interrelated in many ways.	Visit an airport. Take pictures. Talk with a variety of employees at different levels. Write short reports based on these interviews. Bring model airplane kits into the classroom.											

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6)													
Self	A person's work may contribute to a positive concept of self.	Bake bread or cookies in class. Review recipe vocabulary and measurements before beginning. Often the basic recipe can be made in the classroom, then taken to the cafeteria for baking.	cooking utensils and ingredients	x		x		x		x			
Career	Education and work are interrelated.	Have a bake sale. Make advertisements to post around the school. Decide how much to charge for items. Use profits for field trip, class party, or something special for the classroom.	poster board magic markers	x	x	x	x	x				x	

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6) Society	Society is dependent on the work of many people.	Have students list or report all the community workers they have come into contact with over the past few weeks (salesperson, service station attendant, nurse, minister, grocery store clerk, etc.). Compare lists, discussing how these workers have helped you and your family in specific situations.	paper pencils	x	x	x	x		x	x			

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6)													
Society	The ability to get along with people is an important part of success in work and daily living.	Have students discuss the ways in which rules help the school run smoothly. Talk about what might happen if there were no rules or regulations (e.g., no bells between classes, no hall traffic patterns, no bus schedules, no behavior rules, no attendance rolls, no lunch room lines). Is there any connection between school rules and job rules and regulations? What are some school rules and behaviors that might also need to be practiced in job situations? (Examples: being on time, coming to work every day unless you are sick, working quietly). Name several consequences that might occur as a result of failing to follow these rules in an employment setting. Role play a boss or personnel director discussing tardiness or absences with an employee.		x	x					x			
Career	Education and work are interrelated. A worker must understand not only his or her job, but also the employer's rules, regulations, and policies.												

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6) Career	Work means different things to different people. Education and work are interrelated.	For individual activities in learning centers, make sets of 5 x 8 inch cards with pictures of items (grocery, clothing, school supplies, toys, etc.) and corresponding prices glued on cards or construction paper. Use newspaper ads or pictures from magazines. Students may help collect pictures. Develop worksheets with a variety of math problems based on these cards (e.g., addition, word problems, subtraction, figuring change).	scissors glue 5 x 8 inch cards or construction paper ditto paper pencils			x	x	x				x	

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6)													
Self	Individuals may be suited for several different careers.	Arrange for students to take on sample jobs in the school for a period of 3 to 5 days, one hour per day, working with a variety of school personnel (e.g., cafeteria workers, librarian, custodian, office personnel). Have students report on the tasks they observed and performed, new things they learned, what school subjects could help a person in that job. A simple form to fill out may serve as a helpful guide.	paper pencils	x	x	x	x		x	x			
Society	Every occupation contributes to society and has a purpose.												
Career	People do many kinds of work.												

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6) Career	People do many kinds of work. Work means different things to different people. Every career requires some special preparation, knowledge, and ability.	Invite a mystery guest to visit the class, dressed as he or she would on the job. Students ask "yes" or "no" questions one at a time to try to guess the occupation. Clues may be provided later if necessary. After guessing the guest's occupation, students may question the guest about his or her job. A less ordinary role (e.g., female construction worker) may help broaden students' perception of role possibilities. Choice of mystery guest may be related to ongoing units in a particular area such as health or social studies.		x	x				x		x		

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6)													
Society	Every occupation contributes to society and has a purpose.	Bring in sample addressed envelopes (with cancelled and uncanceled stamps) and bulk mail pieces. Review and discuss the parts of an address. What happens to a letter if the address is not complete or if it has no stamp? Discuss postage costs (first, second, third, and fourth class mail).	sample first class letters postcards bulk mail	x	x	x							
Career	Education and work are interrelated.	Bring in a zip code directory. What is the purpose of a zip code? What happens to a letter if the zip code is left out or copied wrong? Arrange a list of zip codes in order, or sort actual letters by zip code. List reasons why businesses use the postal service (advertising, sending out bills, etc.).		x	x	x		x					
				x	x		x		x				

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6)													
Self	Every person is an individual, with different abilities, interests, needs, and values. Individuals may be suited for several different careers. Individuals change as they go through life.	Students rank order a given list of occupations, from most favorite to least favorite. Trade lists with classmates and compare. Magazine pictures collected by students in advance may provide motivation and help them visualize the occupations listed. Followup discussion may include such topics as amount and degree of physical work involved, potential boredom, and other personal preferences. Point out individual differences (e.g., what is boring to one person may not be to someone else). What would happen if everyone had the same job preferences and interests? Is there a possibility that your preferences might change as you grow older?	paper pencils worksheet	x	x	x	x		x				
Career	Work means different things to different people.												

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6) Career	People do many kinds of work.	Arrange a list of jobs in alphabetical order. Play an alphabet game with a career theme. Divide into small groups or teams. Have one group begin the game by naming a job that begins with A (e.g., airplane pilot); the next team names one beginning with B (e.g., baker), and so on. Certain letters may be omitted if they prove difficult. Set a reasonable time limit for responses, then pass on to the next team. Score 5 points for each correct answer given. Followup discussion may focus on some of the jobs named. Look up any unusual or unfamiliar jobs in the dictionary.	pencils worksheet dictionary	x		x	x						
				x	x								

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6)													
Society	A person's work may be directly beneficial to others.	Have students generate a list of minor repairs, improvements, or maintenance they could do at home or school such as pulling weeds, planting flowers, picking up litter, applying scratch remover to furniture. Arrange for the class to complete a group project that will benefit the school. Discuss and list reasons why people bother to do repairs and upkeep on their homes and public buildings.	paper pencils	x	x		x			x			
Career	People do many kinds of work. Work experience facilitates career decision making.	Are all jobs paying jobs? Have students list jobs that are paid and unpaid, or fill out a worksheet that requires classifying a list of jobs into paid and unpaid categories. Point out that many jobs are paid for some people and unpaid for others (e.g., making beds, mowing the lawn, cooking). Why? What rewards are there for jobs besides money?	paper pencils	x	x		x			x			

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6)													
Society	Every occupation contributes to society and has a purpose.	Use the yellow pages of the phone book for a variety of individual learning center activities, activities for students working in pairs, or for the entire class if enough copies can be borrowed. Review alphabetical order of listings. Discuss how the yellow pages can be helpful. Give examples of when one might want to use them.	yellow pages of phone book worksheets paper pencils	x		x	x			x			
Economics	Consumer skills help a person function successfully as an individual and as a member of society.	Sample activity: Give students a ditto worksheet containing a list of categories such as plumbing, insurance, service stations, physicians, automobile dealers—new cars). Have students locate and write down the name, address, and phone number of one company or person in each category. Have students note that some headings may be located under more than one subheading, and that one category may direct you to proceed to another subheading (e.g., dog foods—see pet supplies).											

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6)	Career	People do many kinds of work. Have students brainstorm as many different kinds of stores as they can (grocery store, shoe store, drug store, sporting goods store, etc.). What is the difference between these kinds of stores and a department store? Look up the word <i>specialization</i> in the dictionary. List jobs that are available in various kinds of stores. Point out that often we do not see all the parts of a store, such as the personnel office and storage rooms, and that some jobs are related to these special areas. Cut out pictures of merchandise and classify according to the type of store in which it would be found.	dictionary yellow pages or classified phone directory (optional) paper pencils catalogs magazines	x	x	x	x			x			
				x	x	x	x		x			x	

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6) Career	Education and work are interrelated. Hobbies and interests may lead to a career.	Read and interpret basic directions for games, assembling hobby kits, recipes, and so on. Obtain sample menus. Devise reading/writing/mathematics activity worksheets for a learning center, using these menus. Role play ordering properly from a menu. Have students fill out applications for bike licenses, free contests, and/or drawings in the local community. Dictate or write stories or reports on a favorite hobby or interest. Illustrate with drawings or magazine pictures. Combine into a class scrapbook.	paper pencils contest or application forms magazines games, kits, or recipes restaurant menus art supplies	x		x	x			x		x	

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6) Career	People do many kinds of work.	Write various job titles on 3 x 5 inch cards. Tape one card on each student's back. Students play this game in pairs or come to the front of the room individually. Each student tries to guess his or her own occupation by asking "yes" or "no" questions (e.g., Do I work outdoors?). A limit (such as 10) may be set for the number of questions to be asked. Clues may be provided after this limit is reached.	3 x 5 inch cards masking tape magic marker	x	x				x				

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6)													
Self	Individuals may be suited for several different careers.	Have students categorize a brief list of jobs into three areas: occupations that primarily involve: (1) working with your hands, (2) working with people, or (3) working with numbers and figures. Students then pick one area of preference and divide into groups to brainstorm additional jobs that fit into these categories.	worksheet paper pencils	x	x	x	x		x				
Career	Hobbies and interests may lead to a career. Work means different things to different people.												

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6) Career	Every career requires some special preparation, knowledge, and ability.	Discuss special clothing needed in various work situations. If possible, bring in safety helmets, masks, steel-toed shoes, a carpenter's apron, and so on. Allow students to examine these. Discuss why some workers need special safety equipment. Have students collect pictures of a variety of uniformed workers and write descriptive sentences underneath each picture, briefly describing the worker's role and reason for any special clothing depicted. Have students present their pictures and descriptions to the class. Post on bulletin board.	optional selection paste scissors paper pencils magazines	x	x		x		x				

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6)													
Self	Individuals are responsible for their career planning.	Role play in a humorous fashion such situations as the following: the cook who cannot read a recipe; the carpenter who cannot measure; the bank teller who cannot add or subtract. Students may enjoy having the teacher role play one of the situations.		x	x								
Career	Education and work are interrelated. Every career requires some special preparation, knowledge, and ability.	Have students list and discuss what things they have learned or will learn in school that will help them in later work experiences.											

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6)													
Career	Education and work are interrelated.	Bring in a variety of supermarket produce (e.g., apples, two or three heads of lettuce, corn). Have students weigh different amounts of these foods and practice computing price, given a price per pound.	food weighing scale vegetables and fruit					x		x			
Economics	Consumer skills help a person function successfully as an individual and as a member of society.	For a learning center activity, make a set of cards with a picture of produce and a given price per pound. Students may draw or collect pictures as a free time activity. Have students complete a worksheet specifying various amounts and types of foods to be purchased (e.g., two heads of lettuce will cost _____.) The student locates the appropriate card with price per pound and computes the total cost.	magazines 5 x 8 inch cards ditto worksheets	x		x		x		x			

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Laure
Orientation (4-6)													
Self	A person's work may contribute to a positive concept of self.	Design a simple woodworking project (birdhouse, bookends, etc.). An older student or parent who has had shop experience may be able to assist.	optional selection					x				x	x
Career	Education and work are interrelated. Hobbies and interests may lead to a career. Work experience facilitates career decision making.	Allow students to use hammer and nails during free time, working with lumber scraps (often donated free). Use a sign-up sheet and provide reasonable supervision. Students often enjoy experimenting with wood and creating objects that may not appear functional or well constructed to an adult, but are aesthetically satisfying to the student and provide practice in using basic tools. Wood scraps may also be used for drawing or painting signs.	lumber scraps optional tools										

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6) Society	Society is dependent on the work of many people.	Role play taking accurate phone messages. Use of a real office message pad will add interest and structure to the activity. Look at each part of the message pad first and be sure students know what information is to be written in each space (date, time, person calling, etc.). The teacher may wish to role play the person leaving the message and have different students role play the receptionist. Vary the content and type of message for interest. Discuss what might happen if a given part of a message were incomplete.	message pads paper pencils	x	x		x						

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6) Career	Every career requires some special preparation, knowledge, and ability.	Television repair persons must understand electric circuits and how electricity works. Invite a television repairer to visit the class and talk about training required for this job. Ask him or her to bring a television set, remove the back, and show students various parts and how they work. Encourage students to ask questions. Ask the guest to emphasize the danger of experimenting with or trying to fix electrical equipment at home.									x		

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6)													
Self	Every person is an individual, with different abilities, interests, needs, and values.	Include a Career Column in each issue of a class or school newspaper. A student volunteer selects a parent, neighbor, or community acquaintance and interviews this worker about the nature and training requirements of her or his occupation. The student then compiles this information into a brief article. The class or school may wish to have available a basic interview form for volunteers to use. If your class or school does not have a newspaper, you may wish to feature the activity as a Weekly Career Report which is presented in class and posted on the bulletin board. Keep a cumulative chart throughout the year, recording the name of each career researched, worker's name, and interviewer's name. This activity may also be conducted with the theme of hobbies and leisure activities. Either students or adults may be interviewed.	Interview form (optional)	x	x	x	x		x		x		
Society	Each person has a special place in society.												x

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6)													
Career	Every career requires some special preparation, knowledge, and ability.	Collect pictures and actual samples of tools, gauging the complexity of choices to developmental level of students and related units of study (e.g., a study of plants in science could lead to a selection of gardening tools; study of pioneer life to selection of carpenter's tools). Help students identify, list in writing, and demonstrate their uses. Less familiar tools may provide material for a guessing game.	pictures tools paper pencils	x	x	x	x		x		x		x
Economics	Hobbies and interests may lead to a career. Changes and conditions in the world affect careers.	Collect pictures and/or samples of a variety of tools. Have students classify according to occupation. What tools can be used both for hobbies (leisure activities) and on the job? Discuss how some tools continue to be useful, while others were used in past times for jobs that no longer exist or have been modernized. Antique and history books may provide interesting pictures of tools no longer in use.	reference books with pictures	x	x	x			x				x

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6) Career	People do many kinds of work. Hobbies and interests may lead to a career.	Have students bring in a weekly TV listing from the newspaper (share with those who cannot locate one). As a group, pick several familiar shows and have the students categorize various occupations according to career clusters (e.g., law enforcement, health and medicine, entertainment, business, human services, education, construction, clerical, sciences). Accompanying individual ditto worksheets providing columns and categories for listing may be handed out. Further optional discussion may focus on how realistic the portrayal of these careers on television really is.	weekly TV listings from newspapers paper pencils worksheets (optional)	x	x		x						x

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6)													
Self	The way an individual uses leisure time may contribute to a personally satisfying life.	Take an imaginary bus trip (local or long distance), using maps and bus schedules to plan the trip. Figure out when you will leave and return, how much the trip will cost, and what you will see and do.	maps bus schedules paper pencils	x	x	x	x	x		x			x
Economics	Decision making skills are important in the world of work and daily living.	Ride the city bus to a park for an already planned school picnic or outing instead of car pooling.											

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6)													
Society	Society is dependent on the work of many people.	Collect pictures and view films or filmstrips of modern farm equipment. Invite an agricultural agent to visit the class. What kind of work does he or she do? Discuss changes in farming techniques over the years. Write reports on how these changes have affected jobs. Why are there fewer farmers today than there were 100 years ago? Students may be interested in the cost of some modern farm machinery. Compare to cost of cars, houses, or other familiar products to provide perspective.	free material obtainable from city or county Extension Office	x	x		x		x		x		
Economics	Changes and conditions in the world affect careers.												

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Orientation (4-6)													
Self	Every person is an individual, with different abilities, interests, needs, and values.	Have students design and create imaginary products (a toy, game, tool, or gadget, etc.). Encourage the use of imagination. Draw pictures or construct these products. Decide on cost, who would be likely to buy each one, how they are used, how long they might be in demand (e.g., a fad versus a practical item). Make posters advertising each product in a creative way.	art supplies poster board	x			x		x		x	x	
Career	Hobbies and interests may lead to a career.												

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9) Economics	Different occupations are interrelated in many ways.	Make mobiles depicting job titles, symbols, or pictures of workers and tools that are related to career clusters such as transportation, consumer/homemaking, manufacturing, agriculture, business/office, human services, marketing/distribution, construction. Students may work in small groups, each group choosing one of the career clusters and making a mobile of jobs related to that cluster. This activity may be used as a conceptual springboard to an in-depth exploration of the nature and content of various specialized careers.	art supplies magazines coat hanger wire									x	

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)													
Society	Society is dependent on the work of many people.	Take an imaginary vacation by automobile to a student selected place of interest. Plan a travel budget. Identify and list all the services and businesses that serve travelers and tourists, such as motels, restaurants, gas stations, tourist shops, guided tours. What workers are needed in each of these businesses? Which of these workers will help you on your imaginary vacation (depending on your itinerary and activities)? Use of travel brochures or travel magazines may add interest and make the experience more alive and realistic.	travel brochures travel magazines	x	x	x	x	x	x	x			x
Career	People do many kinds of work.												

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)													
Self	The way an individual uses leisure time may contribute to a personally satisfying life.	Collect a wide variety of brochures on places of tourist interest within your state from a Welcome Center or from local motels which often carry such brochures. Pass these out among the class, and have students trade back and forth. Students may write short reports and/or make oral presentations about various sites, particularly any that an individual may have visited. Use a large state map to pinpoint the variety of locations of these points of interest. Make a class list of places in and out of state that your students have visited, if appropriate.	brochures state map	x		x	x		x				x
Career	Hobbies and interests may lead to a career.	The activity may also be designed around local places of tourist interest, such as historical sites, museums, parks. Use Chamber of Commerce information and newspaper articles to help provide a focus for the activity. A local map may be used to pinpoint location of sites.	brochures newspaper articles local map										

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)													
Career	Every career requires some special preparation, knowledge, and ability.	Have students examine the employment section of the newspaper and circle as many computer related jobs as they can find. Precede the activity, if desired, by presenting a list and brief explanation of job titles which may help them in their search (computer operator, data processing control clerk, systems analyst, computer programmer, data entry clerk, computer operations supervisor). How many computer related jobs were likely to be listed in the paper when students' parents were their age? Why?	employment section of newspaper	x		x		x	x		x		
Economics	Changes and conditions in the world affect careers.	Visit a local computer center in a large business. Invite a representative from the State Employment Office to visit the class and explain job opportunities and necessary training in the data processing field. What school subjects are helpful if you are interested in this field? How are computers used in leisure activities? Visit a store that has computer games on display.											

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9) Society	Society is dependent on the work of many people. A responsible and informed citizen functions effectively as a member of society.	Discuss the need for and appropriate use of emergency and public services such as the following: police department, highway department, rescue squad, bus lines, hospital, fire department. Have students look up the phone numbers of these services and make individual phone directories on paper or 5 x 8 inch cards to take home. Place a city map on the bulletin board and have students use pins to locate each of these services within the city. Discuss or role play appropriate circumstances in which various services would be used.	phone books paper pencils 5 x 8 inch cards (optional)	x	x	x	x		x	x			

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)													
Career	Career preparation must follow a plan.	Assist students in compiling a list of reasons why people become employed and unemployed. Reasons may include seasonal work, economic slowdown, surplus of trained workers, lack of demand for certain products, failure to cooperate with fellow workers, better paying job in another company, geographical location of work, and so on.	paper pencils newspaper news magazines	x	x	x			x				
Economics	Changes and conditions in the world affect careers. Individuals must adapt as the world changes. Different occupations are interrelated in many ways.	Discuss employment and unemployment as it relates to your community, region, state, and nation. Use the employment section of the newspaper to locate the kinds of work in demand in your area. What jobs are not advertised? Why? Where else are positions advertised besides newspapers? Introduce in simple terms the concept of supply and demand and how it affects jobs. Articles from news magazines (e.g., <i>Time</i> , <i>Newsweek</i> , <i>U.S. News and World Report</i>) may provide illustrations and highlight current employment situations.											

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				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)													
Economics	Changes and conditions in the world affect careers.	Discuss what would happen if there were no longer a demand for a certain product (e.g., loss of jobs, empty buildings, lower prices on existing stock, etc.). Give specific examples of products which have at one time been popular or needed, but which are not so much in demand today (fads such as hula hoops, or merchandise such as ice boxes). Discuss other products that have dropped in demand, then become popular again (e.g., wood stoves). Why has this happened?		x	x				x				
Career	Career preparation must follow a plan.	Invite a representative from the local State Employment Office to visit the class. Discuss and display materials that he or she might be able to bring (job application forms, etc.).											

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)													
Self	The way an individual uses leisure time may contribute to a personally satisfying life.	Have students brainstorm as many different leisure activities as possible. Categorize these as individual or group activities. Using a worksheet outline, make a class booklet of a variety of leisure options, including such information as name and description of activity, materials or equipment needed, cost, time required (as appropriate), and so on. Use magazine pictures or drawings to illustrate. Have students note in particular those activities that are free or minimal in cost.	worksheet pencils magazines scissors glue art supplies	x	x	x	x			x			x
Economics	Consumer skills help a person function successfully as an individual and as a member of society.												
Career	Hobbies and interests may lead to a career.	Invite a class member, an older student, or a parent to discuss or demonstrate a favorite hobby, or to discuss a leisure activity in which he or she is involved (sailing, woodworking, gardening, crafts, etc.). Help students locate information on free community leisure activities in the newspaper (concerts, exhibits, craft fairs, sports events, etc.). Keep a Community Calendar of Events.	newspaper										

continued on next page

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9) Self	The way an individual uses leisure time may contribute to a personally satisfying life.	Have students collect newspaper advertisements and information on location and cost of other leisure activities in the community (e.g., bowling, special concerts, movies). Discuss participation in leisure activities in terms of appropriate dress, arranging for public or private transportation, inviting a friend to share the activity, and so on. Invite students to talk about leisure experiences they have especially enjoyed such as a favorite movie, sports activity, or trip.		x	x	x							x

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9) Career	Education and work are interrelated. Hobbies and interests may lead to a career.	Perform experiments with electricity. Have students wire a circuit. Show students the wiring in the school building; trace where power comes in and ends up. Get a set of blueprints and follow wiring diagrams. Get a copy of the building code and discuss minimum size for wiring. Invite an electrician to visit the class and discuss his or her work and training. Call an electrical supply house and get prices of various pieces of electrical equipment.		x	x	x		x			x		

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				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)													
Society	A responsible and informed citizen functions effectively as a member of society.	Discuss city and/or county government under such topics as: (a) Why does a city need a government? (b) Who are the leaders of city government? (c) Where is the city/county government headquarters located? (d) What services are offered (fire, police, parks and recreation, streets, water and sewer, garbage collection, health department, library, etc.)? (e) What are some of the responsibilities of citizens (taxes, litter control, restricting pets, obeying city laws, parking correctly, obeying zoning laws, etc.)? Visit city government or county courthouse buildings. Talk with city or county officials. How do they get their jobs (elected versus appointed)? Find current newspaper articles discussing city problems. Have individual students write and/or present short reports on these topics.	newspaper articles	x	x	x			x	x			
				x	x				x				
				x	x	x	x		x				

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)													
Society	Each person has a special place in society. A responsible and informed citizen functions effectively as a member of society.	In the context of social studies or history, provide a brief review of the establishment of taxation in America and its English roots. Events such as the Boston Tea Party provide drama and interest. Make a chart showing what kinds of taxes we pay today and to whom (income, sales, property, gasoline, etc.). Have students make collages illustrating some of the things our tax money pays for (e.g., highways, hospitals, police, foreign aid, space exploration, schools, etc.). What happens if a person fails to pay taxes? These topics and activities may provide a realistic springboard to a discussion of federal, state, and local elections; why citizens who pay taxes have an interest in and responsibility for voting; how to register and at what age one can vote. Have students collect brochures or newspaper and magazine articles about political candidates and then summarize election issues.	magazines newspapers scissors glue construction paper	x	x	x	x		x	x		x	

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9) Economics	Consumer skills help a person function successfully as an individual and as a member of society. Decision making skills are important in the world of work and daily living.	Using store catalogs (e.g., Sears, Montgomery Ward), have students read and interpret standard information provided about items for sale (price, size, color, weight, catalog number, stock number). Cut out a variety of interesting catalog listings, including accompanying pictures, and cover with clear contact paper after pasting on 5 x 8 inch cards or construction paper to make them reusable. Make up worksheets based on information contained on these cards. Have older students fill out sample order blanks for 5 to 9 items, allowing them a budget and/or a category (e.g., sports equipment) from which to choose items of interest. Discuss use of the catalog index. Practice looking up items using the index as a guide.	catalogs 5 x 8 inch cards or construction paper worksheets or sample order blanks	x	x	x		x		x			

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)													
Economics	Changes and conditions in the world affect careers.	In connection with social studies or history units (e.g., pioneer life, the Industrial Revolution), examine what jobs existed in those days and why. Which no longer exist and why? What jobs existed then that we still have a need for today? How have methods of making certain products changed (e.g., furniture, clothing)? Have students write short paragraphs or reports to present to the class following the outline "Then . . ." and "Now . . ." Topics might include furniture making, food production, or transportation.		x	x	x	x		x				
Career	Different occupations are interrelated in many ways.												

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)													
Society	A responsible and informed citizen functions effectively as a member of society.	Collect a variety of colorful automobile brochures from new car dealers and/or automobile advertisements from magazines. Students may assist in this. Adapt or use them to develop short topical reading activities in a learning center.	automobile brochures and advertisements	x		x							x
Economics	Consumer skills help a person function successfully as an individual and as a member of society.	Devise a brief questionnaire for students to research at home, containing pertinent questions on the costs involved in owning and maintaining an automobile. Items might include a combination of some or all of the following: (a) make, model, and year of your family car(s); (b) name of auto insurance company; (c) annual cost of insurance; (d) number of car(s) and drivers in the family; (e) daily distance to and from work your car is driven; (f) present cost of gasoline per gallon; (g) mileage per gallon your car gets; (h) cost of license and registration; (i) yearly taxes. Share the information gathered in class and use in the context of mathematics and/or reading as appropriate.	worksheet questionnaire	x		x		x		x			x

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)													
Society	Society is dependent on the work of many people.	Using the employment section of the newspaper, have students locate and cut out at least one ad for several different occupations (nurse, computer programmer, engineer, secretary, etc.). Paste these on 3 x 5 inch cards or pieces of construction paper. Have students draw individual cards and role play answering ads by telephone and arranging an interview.	newspaper scissors paste 3 x 5 inch cards	x	x	x				x			
Self	Individuals may be suited for several different careers.	Make crossword puzzles using occupational titles or career related terminology.	ditto masters	x		x	x						

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9) Society	The ability to get along with people is an important part of success in work and daily living.	(Prior preparation for this activity is advised through exposure to information about supervisory level jobs.) Students brainstorm a list of duties a supervisor has in any job. These may include teaching new employees, inspecting work to see that it is being done correctly and on time, telling workers when they do a good job, hiring, and firing. List or role play positive and negative ways in which a supervisor could carry out these duties (e.g., patient/impatient; pleasant/grouchy; cooperative/complaining; fair/unfair).		x	x	x	x		x				

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9) Economics	Consumer skills help a person function successfully as an individual and as a member of society.	Working in pairs, students use a tape measure to record such body measurements as head circumference, leg and arm length, waist and neck size, total height. Help students determine their own clothing sizes based on some of these measurements, and interpret the meaning of sizes on labels (e.g., slacks: 32-36; waist and length: S, M, L). Discuss how possible shrinkage after washing affects the choice of clothing sizes (e.g., jeans). Visit a clothing store. Look at various types of clothing and how they are arranged, categorized, and displayed. Observe how math skills are used by a person who makes alterations in clothing.	tape measure(s) paper, pencils sample clothing	x	x	x	x	x		x			

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)													
Self	A positive concept of self helps an individual function successfully in work and daily living.	Discuss the relationship of various kinds of dress to different activities (leisure, active sports, school, church, business interviews, etc.). Stress the fact that clothing does not have to be the most expensive to be appropriate. Find and categorize pictures of various types of clothing from magazines, catalogs, or pattern books. Working in pairs, make posters of the different categories.	catalogs magazines pattern books poster board paste or glue scissors magic marker	x	x					x		x	x
Economics	Consumer skills help a person function successfully as an individual and as a member of society.	Discuss clothing upkeep (washing, ironing, cleaning) and how it improves appearance. Bring in fabric scraps and clothing with labels containing laundering directions. Make a chart or creative collage of different types of fabric scraps. Give students a clothing budget and have them "shop" in catalogs.	fabric scraps poster board scissors magic marker			x				x		x	
							x	x					

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Judging	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)													
Career	People do many kinds of work.	Use cancelled checks, unused deposit slips, and sample teacher made blank checks and paychecks as the basis for worksheets in math. Introduce and discuss the concepts of gross pay, net pay, deductions, and so on. Problems may range from simple to more complex, depending on the skill level of individual students. Worksheets may be placed in envelopes containing materials for completing related problems. Sample problems: (a) Make out a deposit slip for the following items: cash, \$25.00; one check for \$48.50; one check for \$153.00. (b) Write a check to Safeway for \$13.50.	cancelled checks unused deposit slips blank checks and paychecks made by teacher ditto masters manila envelopes worksheets	x		x	x	x		x			
Economics	Education and work are interrelated. Consumer skills help a person function successfully as an individual and as a member of society.												

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)													
Career	A worker must understand not only his or her job, but also the employer's rules, regulations, policies, and procedures.	In pairs or small groups, have students make up an imaginary company or business. Encourage creativity. Have students list or report the following: name of company; products or services offered; types of workers needed; hiring and firing policies; pay; hours of work; job benefits. A ditto worksheet may help organize desired information. Students may make posters advertising their company and its products or services, write want ads for positions within the company, and so on.	paper pencils poster board art supplies worksheet	x	x	x	x		x			x	
Economics	Decision making skills are important in the world of work and daily living.												

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)	Economics	Decision making skills are important in the world of work and daily living. Changes and conditions in the world affect careers.	Lead a class discussion about the importance of a working environment (lighting, room arrangement, appealing color and/or decor, etc.), using the classroom as one example. Show pictures of factory working conditions in the late 19th century. What are some of the effects of a poor working environment on health, safety, personal satisfaction, and productivity on the job? Have students, singly or in pairs, design a room arrangement of their own choosing (classroom, office, etc.), using construction paper and cutouts of squares or rectangles symbolizing furniture or equipment. If skill level permits, room design may be made to scale as part of math activities. Students may have original ideas for new equipment or furniture to place in their work space. Post designs on bulletin board.	construction paper rulers pencils/magic markers glue	x	x			x	x	x		x

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9) Career	Education and work are interrelated.	Help students brainstorm a list of practical and career related uses for the knowledge of reading and writing calendar days and dates (e.g., keeping appointments, marking holidays, planning leisure activities, writing business letters, making banking transactions, interpreting sale dates in newspaper ads). Have students practice converting written calendar days to number forms (e.g., September 3, 1980, to 9/3/80 or the seventh of May, 1982, to 5/7/82). Unscramble a list of mixed up dates, placing them in chronological order. Have students record and keep track of their own planned activities on a monthly calendar. Give examples of how planning ahead may help people make better use of their work and leisure time.	paper pencils worksheets ditto calendars	x	x	x	x	x		x			x

I.LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)													
Self	Individuals change as they go through life.	Invite a senior citizen or grandparent of a class member who has had a variety of career experiences to visit the class and share with students the different work roles he or she has had and how interests and career direction may have changed over time and why. If the guest is willing to share some pictures of himself or herself at various stages of life (including childhood) to accompany the presentation, the experience may be enhanced even further. Interesting anecdotes related to job experiences will also enliven the presentation. Allow time for student questions and interaction. Prepare your guest for the experience beforehand to whatever degree is appropriate.		x	x				x				
Society	Each person has a special place in society.												

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)													
Society	A responsible and informed citizen functions effectively as a member of society. A person's work may be directly beneficial to others.	Have students brainstorm some of the ways in which society controls the growth of harmful bacteria in our food, water supply, and living environment. Examples include packaging of foods and expiration dates, refrigeration, health standards in restaurants and hospitals, garbage collection, sewage and water treatment plants, regulations for human and animal immunization against disease. Identify one or more occupations related to each of these areas. Have students interview the school nurse (or visit the public health department), the cafeteria manager, and/or community workers involved in several of these fields to explore further each one's role in controlling bacteria.							x		x		
Economics	Consumer skills help a person function successfully as an individual and as a member of society.	Bring in samples of packaged, dated food items (cereal, milk, doughnuts or bread, meat, cheese, etc.). Have students read and interpret the dates on these perishable items. Which foods have the longest shelf life? Which have the shortest? Why are meats sometimes reduced in price after they have been on display for several days?		x		x					x		

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)													
Career	Every career requires some special preparation, knowledge, and ability.	Invite emergency medical technicians from the fire department emergency rescue team to bring their van and equipment to school. Have them demonstrate some of their special equipment and discuss the training they received. Students may summarize the visit in writing, emphasizing particular aspects of the presentation that interested them personally. Using a tape recorder during the visit may motivate and assist students in remembering and summarizing the experience later.	paper pencils	x	x	x	x		x	x	x		
Society	A person's work may be directly beneficial to others. Society is dependent on the work of many people.												

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)													
Career	Every career requires some special preparation, knowledge, and ability. Work experience facilitates career decision making. Education and work are interrelated.	Invite a parent or community acquaintance who actually performs job interviews (such as the supervisor of a fast food chain) to come to class and interview several volunteers. Students should be aware that the interview is a simulation only. The teacher should consult with the interviewer ahead of time to determine length of interview and any adaptations that may be appropriate. The interviewer may be asked to bring sample applications to show to the class. The entire class observes the interview process and questions the interviewer afterwards. Following the experience, students may as a group, in pairs, or individually, summarize skills, work habits, desired education, and other basic information requested by the interviewer.	paper pencils	x	x		x		x	x			

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9) Self	A positive concept of self helps an individual function successfully in work and daily living.	Discuss reasons why dress, grooming, and appearance are important in one's job and in an interview situation, as well as how one's appearance affects feelings about self. Point out specific occupations in which safety or health factors affect dress, such as food handling and construction work. Make posters, using magazine or catalog pictures, illustrating appropriate and inappropriate dress for selected occupations.	magazines catalogs poster board paste scissors	x	x					x		x	

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)													
Self	A positive concept of self helps an individual function successfully in work and daily living.	Discuss hair care and how it contributes to job success and to feeling good about oneself. Point out health and safety factors that may affect hair styles in certain jobs (e.g., working with dangerous machines or preparing food in a restaurant).		x	x	x			x	x			
Career	Hobbies and interests may lead to a career.	Bring in bottles of shampoo, cream rinse, and hair spray. Practice reading directions. Look at newspaper ads that show how prices vary. Are the cheapest shampoos always the best? Why or why not? Look at shampoo ads in magazines. What kinds of promises do these ads make? Should we believe them all?	samples of hair products newspapers magazines										
Economics	Consumer skills help a person function successfully as an individual and as a member of society.	Show pictures of different hair styles from Revolutionary days to the present. How have hair styles changed over the years? Why? Invite a barber or beautician to visit the class and give a hair cutting demonstration to a volunteer (be sure to get written parent permission!). Allow time for student questions. Have the guest discuss the training he or she received, bring a diploma or license, talk about why he or she chose this occupation, and advantages and disadvantages of the job.	history books										

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)													
Economics	Changes and conditions in the world affect careers.	Place a large state map on the board. Students may also be given individual ditto maps. Fill a jar with slips of paper containing job titles that are related to specific geographic areas within the state. Have students take turns drawing slips and attaching them to appropriate locations on the large map. Students may also write job titles on their individual maps. Include some slips listing jobs that are not available in your state (e.g., dock worker in an inland state).	prepared slips of paper jar or small box paper, pencils (optional)	x	x	x	x		x				
Career	Career preparation must follow a plan.	List the primary industries in your region. Plan a visit to a major industry or business in your locale and/or obtain leaflets and other free materials if available.											

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)	Society	Society is dependent on the work of many people. A responsible and informed citizen functions effectively as a member of society.	Develop a class booklet of names, addresses, phone numbers, and major services provided by available health agencies in the local area (e.g., county health department, mental health center). Students may wish to illustrate the booklet. Invite representatives from these services to visit the school, or plan a combination of in-class visits and field trips. Discuss costs of various services and which might be free. Collect available literature to make a class bulletin board or, if available in quantity, for students to take home. Make copies of the class booklet available to each student, the school office, or interested students from other classes.	paper hole punch or stapler pencils art supplies agency brochures	x	x	x	x		x	x		x

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)													
Society	The ability to get along with people is an important part of success in work and daily living.	Discuss the need for flexibility and cooperation in work. Role play situations in which a worker may be asked to do things that are not a routine part of the job. Role play positive and negative ways of handling such situations. List reasons why a worker may be asked to perform a task that he or she usually does not do (e.g., employee out sick, deadline to meet).		x	x					x			
Career	People do many kinds of work.	Make opportunities available to students for accepting spur-of-the-moment responsibilities that may not be a part of routinely assigned classroom jobs.											

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)													
Society	Society is dependent on the work of many people.	Role play simulated emergency situations, including administering simple first aid and making emergency telephone calls. Practice making judgments about situations that may require professional treatment and assistance. Demonstrate bandaging, splinting, and other first aid techniques. Examine the contents of a first aid kit.	first aid kit	x	x					x			
Career	People do many kinds of work.	Using a worksheet outline to provide a format for individual pages, make first aid booklets containing emergency telephone numbers, illustrations, and simple instructions for basic first aid such as treating minor burns, minor cuts, scratches and abrasions, poisons, insect or animal bites. Contact the local Red Cross for first aid instructional films, aids, and resource persons.	ditto worksheets art supplies construction paper stapler or hole punch	x	x	x	x	x		x		x	

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)													
Self	Every person is an individual, with different abilities, interests, needs, and values. Individuals may be suited for several different careers.	Collect or have students bring in copies of the employment section of the newspaper. With a 10 to 15 minute time limit, have students circle and then write down as many different jobs as they can find. Then have students rank order these jobs according to their personal preference. Discuss any jobs that may be unfamiliar. Share findings and preferences with the class.	employment section of newspaper paper pencils	x	x	x	x						
Society	Society is dependent on the work of many people.												

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)													
Society	A responsible and informed citizen functions effectively as a member of society.	Obtain a driving manual. Use it to develop high interest reading, writing, or safety lessons. Have students identify traffic signs by shape, read speed limits, interpret street maps involving right-of-way at intersections, and so on.	driving manual ditto masters	x		x	x			x			
Career	Education and work are interrelated.												

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)	Career	Every career requires some special preparation, knowledge, and ability.	Take a class poll to determine what jobs are of greatest current interest to students. Help students devise a list of aptitudes and skills needed in each career, or provide them with a list and help them determine which skills are applicable to each job. Examples include verbal skills, muscle strength, manual or finger dexterity, math skills, physical coordination. Be sure students understand the meaning of terms used.	chalkboard paper pencils worksheet (optional)	x	x	x			x			

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)													
Self	Every person is an individual, with different abilities, interests, needs, and values.	Have students complete a job values self rating worksheet, ranking such factors as the following in order of importance to the individual: money, enjoyment, excitement, helping other people, promotions, free time. Be sure students understand the implied meaning of each term. Stress that there are no right answers. Have students compare lists. Discuss various careers in terms of these factors (e.g., a doctor often makes a lot of money but may not have much free time).	worksheet paper pencils	x	x	x	x			x			
Career	Decision making skills are important in the world of work and daily living.												
—	Work means different things to different people.												

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)													
Career	People do many kinds of work. Career preparation must follow a plan. Every career requires some special preparation, knowledge, and ability.	Using a consistent format, have students write brief occupational descriptions throughout the school year as they encounter various career and work roles. Compile into a booklet, with a copy available for each student and for the school library, at the end of the year. Illustrations may accompany the booklet. A sample format may include such information as name of occupation, places where worker may be employed, education and training needed, duties required, and major school subjects that are helpful to the occupation.	mimeographed form	x		x	x					x	

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9) Career	Education and work are interrelated. Work experience facilitates career decision making.	Collect samples of job applications. Have students sit in pairs and examine them. Structure this aspect of the activity by giving students basic directions on what to look for. The class as a group devises a list of major items of information requested (e.g., name, address, educational background). Are some application questions related only to certain jobs (e.g., shorthand and typing speed)? What is meant by the term <i>references</i> ? Why do most employers ask for references? Who could provide a reference for you if you were applying for a job? Could part time work experience help you get a full time job later even in a totally different area? Does all work experience have to be paid employment?	job applications chalkboard	x	x	x				x			

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)	Society	Role play appropriate and inappropriate ways of being a customer in a store, waiting on tables, being a clerk. List attributes of a helpful clerk or waitress/waiter and customer (e.g., speaks politely, knows information that will help the customer, does not push to the front of the line). Independent assignment: Look in newspaper want ads for adjectives describing desirable workers. Have students circle these and compile a list of 10 or more. Use the dictionary to write definitions for words on the list, such as dependable, punctual, enterprising.	paper pencil newspaper paper pencil dictionary	x	x		x						
				x		x	x			x			

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9) Society	The ability to get along with people is an important part of success in work and daily living.	Discuss grocery shopping manners. Have students draw prepared 3 x 5 inch cards from a box or bag containing such statements as: Let your children run all over the store; push your way to the front of the checkout line; run back to get something you forgot when you get up to the cash register. Role play these situations. Have participants discuss their feelings when someone pushes past them to the front of the line, keeps them waiting, and so on. Make a list of solutions to each problem.	prepared 3 x 5 inch cards	x	x	x				x			

LEVEL	CAREER CONCEPT	INSTRUCTIONAL ACTIVITY	MATERIALS	RELATED ACADEMIC AREAS									
				Language Arts	Communication	Reading	Writing	Mathematics	Social Studies	Health/Independent Living	Science	Art/Music	Recreation/Leisure
Exploration (7-9)													
Society	The ability to get along with people is an important part of work and daily living.	In connection with a unit on reproduction and human development, arrange for a one day field experience for one or more individual students at a day care center in their own neighborhood. Be sure to make appropriate arrangements with the school, parents, and day care personnel. Have students participate in the activities of the center, assist day care workers, and make a report to the class. Students and the receiving facility should be adequately prepared for the experience.							x	x	x		
Career	Hobbies and interests may lead to a career. Work experience facilitates career decision making.												

Teacher Resources

NATIONAL RESOURCES

Several prominent national sources of information and materials are identified in this section. They can provide a basic core of information as well as current reports of additional materials in the field. Teachers should not hesitate to contact them.

Educational Resources Information Center (ERIC) on Handicapped and Gifted Children

The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
(800) 336-3728 (toll free)

The focus of this ERIC facility is all handicapped and gifted children. Services include functions such as abstracts, computer searches, document reproduction, indexes, and production of microfiche (a small printed negative that must be read with a viewer). The Center has produced specific bibliographies on career education.

Educational Resources Information Center (ERIC) on Adult, Career, and Vocational Education

The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(800) 848-4815 (toll free)

The focus of this ERIC facility is career education at all levels, both formal and informal. Bibliographies and information papers include such topics as attitudes, decision making skills, general and occupational knowledge, and vocational skills.

The National Center for Career Education

PO Box 7815
Missoula, Montana 59801
(406) 243-5265

This private, nonprofit corporation assists local institutions, state agencies, and other organizations in in-

terpreting career education needs, developing curricula, and designing plans for implementation. It also maintains a bank of information about designing and implementing materials. Copies of specific career education materials may be obtained from this source. Most are teacher or counselor developed and are cross referenced by grade level and subject matter area. The extensive Office of Career Education Resource Center materials are now also located at the Center. Requests for curriculum materials, bibliographies, the career education monograph series, and other Office of Career Education resources should be sent to this address.

National Information Center for Special Education Materials (NICSEM)

University of Southern California
University Park
Los Angeles, California 90007
(800) 421-8711 (toll free)

The Center maintains a data bank on over 25,000 materials for use with exceptional students. Access to the system is provided through regional terminals throughout the country. Professionals search the data collection through the use of specific terms related to career or vocational development.

National 4-H Council

7100 Connecticut Avenue
Washington, D.C. 20015
(301) 656-9000

4-H, through its county and state extension agents throughout the United States, can provide not only a wealth of resource materials but often the personnel and assistance to carry out projects in a classroom or school. There are over 140 project areas, among which are The Car and the Highway, The Care of Dogs and Puppies, Clothing and Grooming, Consumer Education, Exploring Plants and Soils, Foods and Nutrition, Money Management, Photography, Safety, Small Engines, Urban Wildlife, and Woodworking.

STATE RESOURCES

Resources within each state provide perhaps the most immediate and wide-ranging source of materials and assistance in further developing knowledge of and access to career education materials. These may range from curriculum guides to media and professional re-

sources. This guide can be used to locate the appropriate contact within a particular state. In most cases, the contact person will be a career education director or coordinator. In some cases, however, career education is subsumed under a broader departmental title. This list is current as of October 24, 1979.

Alabama

Mrs. Anita G. Barber
Career Education Office
State Department of Education
111 Coliseum Boulevard
Montgomery, Alabama 36109
(205) 832-5085

Alaska

Mr. Gary R. Fuller
Coordinator, Career Education
Alaska Department of Education
Pouch F
State Office Building
Juneau, Alaska 99811
(907) 465-2980

Arizona

Mr. Paul C. Bennewitz
Deputy Associate Superintendent
Coordinator of Career Education
Arizona Department of Education
1535 West Jefferson
Phoenix, Arizona 85007
(602) 255-5346

Arkansas

Mr. Emil R. Mackey
Coordinator of Career Education
State Education Building
Capitol Mall
Little Rock, Arkansas 72201
(501) 371-1894

California

Ms. Anne L. Upton
Program Administrator
Personal and Career Development
Services
Department of Education
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Note. The state of New Mexico elected not to participate in the Career Education State Allotment Program under Public Law 95-207. However, the New Mexico State Department of Education does maintain a program of career education activities with state and local resources. The contact person in regard to these career education activities in New Mexico is: Dr. Jean Page, Department of Education, State Education Building, Santa Fe, New Mexico 87503, (505) 827-3151.

SELECTED PROFESSIONAL READINGS

- Bailey, L., & Stadt, R. *Career education: New approaches to human development*. Bloomington IL: McKnight, 1973.
- Brolin, D., & Kokaska, C. *Career education for handicapped children and youth*. Columbus OH: Charles E. Merrill, 1979.
- Clark, G. *Career education for the handicapped child in the elementary school*. Denver: Love Publishing, 1979.
- Drier, H., et al. *K-12 guide for integrating career development into local curriculum*. Worthington OH: Charles A. Jones, 1972.
- Gillet, P. *Career education for children with learning disabilities*. San Rafael CA: Academic Therapy Publications, 1978.
- Goldhammer, K., & Taylor, R. *Career education: Perspective and promise*. Columbus OH: Charles E. Merrill, 1972.
- Hoyt, K. *An introduction to career education: A policy paper of the U.S. Office of Education*. Washington DC: Office of Career Education, 1975.
- Hoyt, K. *A primer for career education*. Monographs on Career Education. Washington DC: US Office of Education, Department of Health, Education, and Welfare, 1978.
- Hoyt, K., & Hebel, J. (Eds.). *Career education for gifted and talented students*. Salt Lake City: Olympus Publishing, 1974.
- It's working . . . Collaboration in career education*. Washington DC: US Office of Career Education, 1979.
- Phelps, L., & Lutz, R. *Career exploration and preparation for the special needs learner*. Boston: Allyn & Bacon, 1977.

SELECTED PRACTICAL RESOURCES AND BIBLIOGRAPHIES

- Bailey, L. *A teacher's handbook on career development for students with special needs: Grades K-12*. Springfield: Illinois Office of Education, 1977.
- Begle, E., et al. *Career education: An annotated bibliography for teachers and curriculum developers*. Palo Alto CA: American Institutes for Research, 1973.
- Billings, M., & Rubin, J. *Dealing in futures: Career education materials for students, parents, and educators*. Washington DC: Educational Materials Center, Office of Education, 1977. (Available from Superintendent of Documents, US Government Printing Office, Washington DC 20402. Stock No. 017-080-01721-1)
- Career education activities for middle and junior high school classes*. Includes 16 activities and ditto masters, as well as a wall chart. Funded by General Motors, the package has been developed as a result of a coordinated effort between the educational community and the business/labor/industry community. For further information, contact General Motors Corporation, Public Relations Staff, Detroit, Michigan 48202.
- Career education resource guide*. Career Program Series. Morristown NJ: Silver Burdett (General Learning Press), 1972. (Contains approximately 100 career education activities, grouped by grade level, which have been used in classrooms across the country. Each description includes a general lesson plan.)
- Charlie Brown's career education program*. 35 individual

- units (\$14.49 per unit), each consisting of a filmstrip, cassette, a Peanuts wall chart, and a discussion guide. The series focuses on 23 career education concepts and is divided into primary (K-3), intermediate series A (4-8), and intermediate series B (4-8). Originally developed through a grant from the US Office of Education. Contact Random House School Division, Department 0612, 400 Hahn Road Westminster, Maryland 21157.
- Cheyney, A. *Teaching reading skills through the newspaper*, 1971. (Available from International Reading Association, 800 Barksdale Road, Newark, Delaware 19711. IRA Stock No. 210, \$2.00)
- From dreams to reality*. A career exploration program for 12 to 17 year olds in Girl Scouting. Contains four parts: (a) an activity book, *Adventures in Careers* (\$2.00); (b) a deck of Career Cards, featuring interviews with women representing a variety of careers (\$2.25); (c) a Leader's Guide (\$1.00); (d) a Council Guide (\$1.50). Items are available separately. Write Program Department, Girl Scouts of the USA, 830 Third Avenue, New York, NY 10022.
- Gonzales, J. (Comp.). *Career education: A mini-course curriculum guide*. Columbia: South Carolina Department of Education, 1979.
- James, L. *Draw 50 boats, ships, trucks, and trains*. New York: Doubleday, 1976. (Available in most local libraries, this book is useful for the teacher or older student interested in drawing realistic pictures for bulletin boards or other classroom use.)
- Marion, R. Leisure time activities for trainable mentally retarded adolescents. *TEACHING Exceptional Children*, 1979, 11, 158-160.
- McGee, D. Using the telephone directory as a learning tool. *TEACHING Exceptional Children*, 1979, 12, 34-36.
- Mitchell, J. *The classroom teacher's workbook for career education*. New York: Avon Books, 1979. (A set of six free career education posters are available from Sue Coil, Editorial Headquarters, Avon Books, 959 Eighth Avenue, New York, NY 10019.)
- The newspaper as an effective teaching tool*, 1977. (1-50 copies, \$1.00 each; available from American Newspaper Publishers Association Foundation, The Newspaper Center, Box 17407, Dulles International Airport, Washington DC 20041)
- Tiedeman, D., Schreiber, M., & Wessell, T., Jr. (Eds.). *Key resources in career education: An annotated guide*, 1976. (Available from Superintendent of Documents, US Government Printing Office, Washington DC 20402. Stock No. 017-080-01661-2.)
- Wilson, R., & Barnes, M. *Using newspapers to teach reading skills*, 1975. (\$1.00); available from American Newspaper Publishers Association Foundation, The Newspaper Center, Box 17407, Dulles International Airport, Washington DC 20041)
- Wurman, R. (Ed.). *Yellow pages of learning resources*. Philadelphia: Group for Environmental Education, 1972. (A directory of virtually every function and institution in a city or town, and comments on what can be learned from each.)
- Zaidenberg, A. *How to draw motors, machines, and tools*. New York: Abelard-Shuman, 1970. (Available in most local libraries, this book shows step by step drawings and is useful to teachers and older students.)